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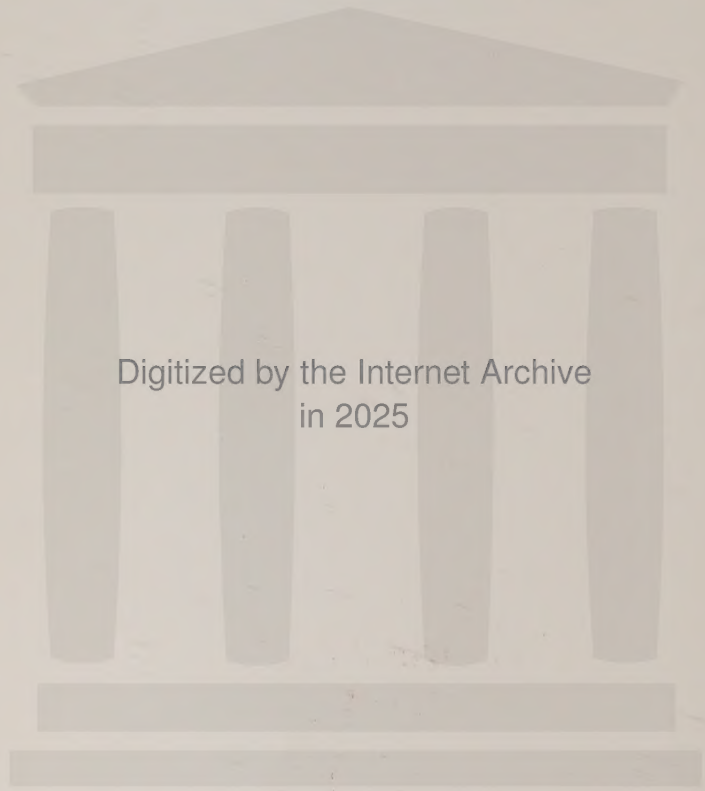
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THE

SCHOOL BOARD GAZETTE.

THE OFFICIAL ORGAN OF THE ASSOCIATION OF SCHOOL BOARDS (ENGLAND AND WALES).

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THE

SCHOOL BOARD GAZETTE.

VOL. I. JANUARY, 1899. NO. 1.

Introduction.

THE School Board Gazette has been established by the Association of School Boards of England and Wales, with the view of giving information regarding the administration of public education. All departments of the work of School Boards will receive attention. It will at the same time deal with the administration of all central educational authorities and other public departments of the State, so far as their operations affect the work of primary and secondary education, or the carrying out of Acts of Parliament dealing with the care and instruction of criminal or neglected children, or the training of those who are afflicted.

The proceedings and the reports of the Association and its Executive will be given in detail, with such notes and explanations as may be necessary.

Special articles of interest affecting the administration of education, and public documents bearing on the subject, will be given.

Decisions of the public departments relative to the interpretation of Codes and Regulations, and questions of interest to School Boards arising in the Law Courts, will from time to time be noticed.

Enquiries from Boards in Association regarding questions of administration, will receive attention in the Correspondence Columns, those involving questions of law being dealt with by legal advisers. Whilst dealing mainly with the work of the School Boards, it will be the aim of this Journal to take a comprehensive view of education as a whole, bearing in mind that it has always been the policy of the Association to advocate the establishment of one local authority for primary and secondary instruction.

The field of operations of School Boards has been considerably extended since the passing of the Elementary Education Act of 1870. New duties and responsibilities with regard especially to the education of neglected or afflicted children, have been cast by legislation on these authorities, and in the near future there is every probability of further development in this direction. School Boards are in the position of being the only local authorities with statutory powers for the maintenance of Evening Continuation Schools, and, by the Code of the Education Department, these Evening Schools are capable of providing Secondary Education for the great mass of the people, as stated by Sir George Kekewich in his evidence before the Royal Commission on Secondary Education.

The question of Commercial Education is now receiving a considerable amount of public attention. Many schemes have been set before the country as to how this defect in our educational system may be remedied, but it is a singular circumstance that, in many public utterances on the subject of Commercial Education, the possibilities of what may be done under the provisions of the Evening Continuation School Code, and what is actually being accomplished by many School Boards in commercial centres in this country, should have been completely overlooked.

It will be our duty from time to time to give the fullest information on these important aspects of public instruction, and by describing what has been brought about in various towns to show how the benefits of a sound commercial education may be placed at the command of those needing it. There are few directions in which School Boards can render greater service to the country than in the development of this branch of education, which must of necessity be provided in Evening Continuation Schools specially organised for the purpose.

The important work of the Higher Grade Schools continues to receive an increasing amount of public attention. To the Royal Commission on Secondary Education these schools owe a great debt of gratitude for the generous recognition of their services contained in the Report of the Commission. The use of these schools is well described in the Report :—

"For some years the work of erecting and organising schools, to meet the needs of the vast mass of children whom it was their duty to provide for, fully occupied the School Boards; but after a time they found themselves drawn on to attempt to improve the range and quality of the instruction given. Thus, subjects which have been deemed luxuries for children who were to leave school at twelve soon began to be classed as necessaries. The pressure of the Boards upwards brought about an extension of the Parliamentary grant to a new Standard, now called the

Seventh, in which an instruction more advanced than had been attempted in the earlier years of the system received recognition in various branches. Still later, some School Boards undertook to carry on the education of children beyond the limits which the Parliamentary grant had fixed, and instituted what are called 'ex-Standard Classes,' while other Boards even set up schools intended to furnish children who had passed the Standards with instruction in such subjects as history, grammar, French, mathematics, and the elements of physical science. These schools, though they have received the name of 'Higher Grade Elementary,' are really Secondary in their character, so far, at least, as regards their higher classes, in which instruction beyond the Standards is given. They have, in fact, stepped into the educational void which the Schools Enquiry Commissioners, noting it with regret, had proposed to fill by what they termed 'Secondary Schools of the Third Grade.'"

Further it is stated:—

"We may hold it as certain, then, that these Schools have risen to meet a legitimate demand, and admit of correlation and development, but not of abolition or even repression."

The varied experience of many School Boards must be of the greatest value in the consideration of methods for the development of the Higher Grade School system. It has been the fate of these Schools to be misunderstood, they have been looked upon as intruders in the domain of Secondary Education. An unbiassed examination of their work will show how unfounded are these fears, and promote the conviction that in them we have real buttresses to any national scheme of Secondary Education (embracing Commercial and Technical Instruction) which, in the wisdom of Parliament, may hereafter be promoted. On this and kindred topics we hope the Gazette will be of assistance in the publication of much important information which the public is in need of.

Among other departments of School Board work, the Gazette will deal with the education of feeble-minded children; and the movement now on foot for the regulation of street hawking—a regulation by means of which some of our great towns are striving to prevent street children lapsing into crime and degradation by the vending of articles on the streets, too often an excuse for vagrancy and a sure means for the production of the loafer, the criminal, and the abandoned. Information will be given as to the means taken in various districts by the aid of voluntary effort for the provision of free meals for necessitous scholars. This is but one of the many ways in which Local Authorities may render valuable aid. Some of them may be outside their official functions, but within legitimate opportunities for usefulness.

In the work of school planning, the provision of apparatus and furniture, the enforcement of school attendance, and the provision of scholarships, we hope to be of assistance in the direction of supplying accurate information.

There is great variety in School Board administration—some Boards excel in one department, and some in another; all benefit by mutual interchange of ideas and comparison of methods. Many of the most notable changes in the Codes of the Education Department have been the result of the successful experiments of particular Boards. Further reforms must be based on the results of experience. It will be the aim of this Journal to assist in the diffusion of the knowledge thus obtained.

The desire for information generally has been exemplified in the establishment by the Education Department itself of the Special Enquiry Department, with Mr. Michael E. Sadler as Director, and valuable reports are issued relative to the educational systems of this and other countries. It is now recognised that it is a good thing that the members of School Boards should hold conferences and through their Association make united representations of their views regarding the administration of the Education Acts. During a recent session the Government passed through Parliament the School Board Conferences Act, which placed the Association of School Boards upon a fixed and durable basis.

The value of such an Association is specially emphasized at the present moment in connection with the negotiations now going forward between the various municipal authorities dealing with education relative to the constitution of any local authority which may be charged with the control of Secondary Education. Owing to the complex conditions of political parties in the House of Commons, it is almost a matter of impossibility to secure fresh legislation for education unless local authorities can agree. Such agreement having been assured there is hope of something being done. What may be the results of the agreement pending between the School Boards and the County Councils it is too soon to forecast, but it is a new departure in the history of the public administration of education, and one which may have far-reaching results.

There is a real necessity for the work of the School Boards being better known, and for the fullest information being placed at the disposal of all officially connected with the public administration of education. The importance and value of education cannot even now be said to engage the attention it rightly deserves. There is very much to be done to improve both administration and methods of instruction, and whilst, no doubt, it is of great importance that we should be stimulated by a knowledge of the great steps made by foreign countries, it is also of equal, if not greater, importance to be fully acquainted with what is being done, and what may be still

further accomplished, by our School Boards and other authorities dealing with the provision of education for the people. In the matter of education this country will undoubtedly have largely to work out its own salvation on its own lines, and with a due regard to the circumstances which so largely govern any proper solution of the vital question of how best to give all the children of the land an equal opportunity of participating in the best forms of education suitable for their moral and material advancement. This is a work worthy of the best and wisest men and women the country can call to its aid. We have in the elementary schools a great number of the best trained teachers in the world. Year by year sees accessions to the ranks of the certificated teachers of men and women from the training colleges and universities who are capable of doing the best work in any kind of school. Many of these, happily, go into the schools of the poorest localities. Who shall say that the work of a teacher of the highest training is not as much needed, and as well, if not better, employed in the schools attended by the poorest children, as in any other? It must be the aim of all who wish well to our schools to take care that the best opportunities are afforded for the training of such teachers.

Whilst fully recognising and appreciating the high character and importance of the various Journals dealing with education, we hope that *The School Board Gazette* will have its own sphere of influence, and having no interests to serve save those of education, we desire that success may justify its existence, and further the cause it seeks to promote.

Notes.

THE proceedings at the Special Meeting of the Association of School Boards, held on the 16th December last, are likely to have an important bearing upon Secondary Education legislation. The Executive Committee, upon the invitation of the County Councils and the Councils of County Boroughs, have entered into conference regarding the constitution of the Local Authority for Secondary Education. Without departing from the ideal of the Association, which has ever been and continues to be one authority controlling Primary and Secondary Education, the Executive Committee, carrying out the spirit of the resolution of the Association passed at the last Annual Meeting, have considered the question as it may be affected by legislation

constituting a separate authority for Secondary Education. It is not necessary to go minutely into the reasons which actuated the Executive Committee in making the important recommendations which were accepted by the Association, after an interesting debate, seeing that they are so fully given by Mr. Stanley, Mr. Hance, and the Rev. Canon Moore Ede, who spoke to the resolutions. The Ipswich Board were justified, however, in the action they took in challenging the recommendation of the Executive Committee, which undoubtedly was a departure from the former position taken up by the Association, that in the constitution of the Local Authority the School Board should equally share with the Councils in County Boroughs in the number of representatives. It is well in all these matters that the fullest discussion should take place, and the case for the higher representation of School Boards was stated with moderation and complete fairness by Mr. Moir, of Ipswich, and Mr. Williams, of Llanelly. In considering the whole question as a matter of negotiation between the County Councils and the School Boards, it must not be lost sight of that the concessions have not been all on the side of the Executive Committee of the Association. The representatives of the County Councils agreed in the first instance that the new authority is not to be in any sense a committee of the County Council. It is to be a completely independent organization, with full power of administration and the power of spending its own funds, whether derived from the Excise moneys or from the rates, with perfect freedom. We take it that this is a most important feature of the proposed basis for legislation. The serious efforts now being undertaken by the various Local Authorities to come to an agreement are of the greatest importance, and reflect the highest credit on all concerned.

——:——

It is with extreme satisfaction that we note amongst the New Year's honours those which have been conferred on men engaged in the administration of the Education Department. Sir Henry Evelyn Oakeley has well deserved his knighthood by many years of zealous service as an Inspector of Schools, formerly at Tyneside, in Lancashire, in London, and latterly as one of the Inspectors of Training Colleges.

——:——

Mr. H. W. Simpkinson has been made a Companion of the Bath. One of the Senior Examiners of the Education Department, Mr. Simpkinson was until quite recently Sir George Kekewich's private secretary. In this capacity he came into frequent contact with representatives of School Boards. His unfailing courtesy and intimate knowledge of the details of the administration of the Education Department—a knowledge ever at the service of those who sought advice or aid in difficulties arising through the local administration of the Education Acts —have secured for Mr. Simpkinson the hearty goodwill of many officially connected with the School Boards of the country.

———:———

We are given to understand that the Education Department will carefully consider the present Article of the Code (101 *f*) by which the teaching of specific subjects is limited to sixty hours, when the Code comes up for revision, and that in the meantime the Education Department will in the exercise of their equitable jurisdiction remit any pardonable excesses managers may be guilty of in devoting a necessary amount of time to the teaching of specific subjects.

———:———

A difficulty which has arisen since the teaching of drawing in public elementary schools came under the direct purview of the Education Department has been removed on the representations of the Executive Committee of the Association. In a letter dated the 8th of December, their Lordships state "that it is within their power, under the conditions of the Code, to pay grant for drawing under Article 101 (C.) (I.) on the average attendance of girls in Junior Mixed Schools, and the grants will therefore be paid accordingly."

———:———

Report of the Special Meeting of the Association of School Boards.

AT the special meeting of the Association of School Boards (England and Wales), held at the St. Martin's Town Hall, London, on Friday, December 16th, 1898, called to consider the question of the Constitution of Authorities for Secondary Education, and for the transaction of other business, there were present about 250 representatives. The following is an official list of the representatives appointed by their respective Boards :—

Ashton-under-Lyne, Mr. John Hulme, Lt.-Col. Pearson. *Aston*, Mr. R. P. Yates, Rev. F. Moore, Mr. Thos. G. Pratt. *Allerton Bywater*, Mr. Charles Bickerdike. *Anstey*, Mr. A. H. Burgess. *Bootle*, Dr. P. Canavan, Mr. F. K. Wilson. *Bexley Heath*, Mr. John R. Callow, Mr. George May. *Banstead and Kingswood*, Mr. W. S. J. Brown. *Baildon*, Mr. Joseph R. Drake, Mr. T. W. Padgett. *Barnsley*, Mr. R. D. Maddison, Rev. A. Dawson. *Barrow*, Rev. E. F. Crosse, Rev. W. Ferguson, Mr. W. Hutchinson. *Batley*, Mr. Talbot, Mr. Thompson. *Bedwellty*, Mr. John D. Thomas, Mr. Charles Dauncey. *Birkenhead*, Rev. A. Knox, Mr. J. P. Eglen, Mr. R. T. Jones. *Boldon*, Mr. William Scott. *Bolehall and Glascote*, Rev. W. Macgregor. *Bolton*, Rev. J. W. Cundey, Mr. Wm. Brimelow, Mr. G. R. Rothwell. *Bradford*, Mr. William Claridge, Mr. S. G. Driver, Mr. T. Garbutt. *Brighton*, Mr. Wm. Stevens, Sir Joseph Ewart, Mr. John Carden. *Bristol*, Rev. U. R. Thomas, Mr. J. Hy. Woodward, Mr. Wm. A. Adams. *Burnley*, Dr. G. S. Pullon, Mr. John Leeming, Mr. E. Jones. *Burradon*, Mr. John Humphrey. *Burslem*, Mr. George Wade, Mr. William Sutton. *Barry*, Mr. John Lowdon, Mr. R. Davies. *Bromley*, Mr. Gustave Loly, Rev. R. Silvey. *Bath*, Mr. J. W. Morris. *Blackburn*, Rev. J. A. Rushton, Mr. Edward Cooper, Mr. Nicholas Taylor. *Burton-on-Trent*, Mr. H. E. Bridgman, Mr. W. N. Graham. *Bedford*, Mr. George Wells, Rev. George Penman. *Cardiff*, Mr. Lewis Williams, Mr. J. L. Treharne, Mr. J. J. Jackson. *Castleford*, Mr. Thomas Beevers, Mr. George Goodenough. *Caterham*, Rev. F. Wood, Mr. W. Brough. *Chigwell*, Mr. John Conquest, Mr. F. G. Winny. *Clayton and Keymer*, Miss Frances Stevens, Mr. Horace Aldrich. *Cromer*, Mr. J. B. Hudson. *Croydon*, Mr. Langlands, Rev. W. F. H. Randolph, Mr. Barrow Rule. *Clyne*, Mr. W. B. Trick. *Clayton*, Mr. George Priestley. *Chiswick*, Mrs. Corrie Grant, Rev. J. Holmes. *Crook and Billy Row*, Mr. Edward Milburn, Mr. John Gowland. *Coventry*, Mr. F. Bird, Mr. L. S. Booth, Mr. C. J. Band. *Coedfranc*, Mr. W. Howell. *Carnarvon*, Mr. W. G. Thomas. *Deeping St. James*, Mr. Geo. H. Dean. *Derby*, Mr. Wm. Bemrose, Sir Thomas Roe, Mr. William Cooper. *Devonport*, Rev. W. H. Allin, Mr. James Stephens, Mr. J. P. Goldsmith. *Dewsbury*, Rev. C. Payne, Mr. S. G. Bibby. *Drighlington*, Mr. J. W. Hudson. *Dukinfield*, Rev. D. R. James, Mr. A. Bassil. *Dartford*, Mr. J. Acworth, Mr. A. S. Dixon. *East Grinstead*, Rev. D. G. Blakiston. *East Ham*, Rev. R. S. Blair, Mr. John Green. *Edmonton*, Rev. David Russell, Mr. A. J. Wrampling. *Enfield*, Rev. H. Storer Toms, Mr. N. Hepworth. *Eston*, Mr. Hugh Wilkinson, Mr. James Webb. *Finchley*, Mr. Henry

Laming, Mr. William F. Sayer. *Fleetwood*, Mr. Thomas M. Wearing, Rev. Amos Bailey. *Foleshill*, Mr. William Hartlett, Mr. George Thorpe. *Farnham*, Mr. Charles Gould, Mr. E. Kempson. *Folkestone*, Mr. Stephen Penfold, Mr. A. H. Gardner. *Featherstone*, Rev. H. S. Rogers. *Gateshead*, Rev. Canon W. Moore Ede, Mr. Robert Affleck, Mr. E. J. Harding. *Grays Thurrock*, Mr. T. R. Hall, Mr. J. Edmead. *Grimsby*, Alderman Dobson, Mr. James W. Wilkin, Mr. Douglas Chandler. *Gillingham and Grange*, Mr. W. B. Thompson, Mr. John Simpson. *Gravesend*, Mr. H. D. Stephenson, Mr. Edward Lovell. *Griffithstown*, Capt. D. E. Williams. *Great Yarmouth*, Mr. A. Peaton, Mrs. E. Leach. *Goole*, Mr. Wm. T. Biggadyke, Mr. E. P. Porter. *Halifax*, Mr. John Mitchell, Mr. Wm. Crabtree, Mr. W. H. Ostler. *Handsworth*, Rev. Thomas S. Cave, Mr. Thomas H. Moon. *Hanley*, Mr. Thos. W. Harrison, Mr. J. L. Hamshaw, Mr. John Hodder. *Harrow*, Rev. A. J. W. Bach, Mr. Arthur Fillmore. *Hastings*, Mrs. Harkness, Mr. J. Chas. Burrell, Mr. J. H. Tendall. *Heckmondwike*, Mr. W. E. Clarke. *Heworth*, Mr. John Simpson, Mr. George Bolam. *Hedworth, Monkton, and Jarrow*, Mr. W. Scott, Mr. T. Wallace. *Hinckley*, Mr. George Bott, Mr. Thomas Kiddle. *Hornsey*, Mr. James Butler, Rev. J. H. Greaves, Mr. Stanley Hodson. *Hoyland Nether*, Mr. G. J. Earnshaw, Mr. T. Kenworthy. *Huddersfield*, Rev. Dr. Bruce, Mr. Thomas Shaw, Mr. George Gaunt. *Houghton Regis*, Rev. J. T. Frost. *Heston*, Col. Rind, Rev. T. O'Sullivan. *Horsham*, Rev. A. F. Young, Mr. Jas. Harrington. *Idle*, Mr. Joseph Stringer, Mr. W. H. Beaumont. *Ipswich*, Mr. Lewis Moir, Mr. Alan Turner, Mr. J. Hepburn Hume. *Ilford*, Mr. W. H. Wiskar, Mr. W. T. Cadness. *Isleworth*, Mr. W. Wisdom, Mr. W. Funge. *Kempston*, Mr. E. Ransom. *Keighley*, Mr. J. S. Cockshott, Mr. J. J. Brigg. *Kettering*, Mr. D. F. Gotch, Mr. C. W. Stringer. *Kidderminster*, Rev. S. Phillips, Mr. S. Adams. *Kingston-upon-Hull*, Mr. Wm. R. Locking, Mr. George Belt, Mr. D. J. O'Donoghue. *Kirkby-in-Ashfield*, Mr. G. H. Hunt, Mr. C. Amos. *Leeds*, Mr. G. J. Cockburn, Rev. J. Longbottom, Mr. W. Packer. *Leicester*, Mr. Alex. Baines, Rev. J. T. Coward, Mr. T. Groves. *Liverpool*, Rev. Canon Major Lester, Col. G. H. Morrison, Mr. E. M. Hance. *Liversedge*, Mr. H. Horrox. *Llanelly*, Mr. J. A. Williams, Mr. I. W. Watkins. *London*, The Right Hon. Lord Reay, The Hon. E. Lyulph Stanley, Dr. T. J. Macnamara, Mrs. Maitland, Mr. W. W. Thompson, Mr. Graham Wallas, Mr. G. H. Croad. *Longbenton*, Mr. G. U. Dodd, Mr. T. M. Sturgess. *Longton*, Mr. Jno. Fleming, Mr. J. E. Smith. *Loughborough*, Mr. A. A. Bumpas, Mr. John Peer. *Luton*, Mr. Geo. Warren, Mr. R. N. Christie. *Llangeinor*, Rev. D. Phillips, Mr. C. Williams. *Leyton*, Mr. E. J. Davies, Mr. W. R. Waller. *Llanvrechva*, Mr. Geo. Edwards. *Macclesfield*, Rev. S. A. Boyd, Rev. J. Robinson. *Manchester*, The Very Rev. the Dean of Manchester, Mr. E. J. Broadfield, Mr. C. H. Wyatt. *Moss Side*, Rev. S. B. Ainley, Mr. W. E. Rowcliffe. *Mitcham*, Rev. R. Richman, Mr. T. Allen. *Mold*, Rev. W. Morgan, Mr. H. G. Roberts. *Merthyr Tydvil*, Mr. W. L. Daniel, Mr. V. A. Wills, Mr. E. Stephens. *Nelson*, Mr. M. Collins, Mr. W. C. Murgatroyd. *Newbold and Dunston*, Mr. T. Pearson, Mr. C. W. Hadfield. *Newcastle*, Mr. W. R. Plummer, Mr. Johnstone Wallace, Mr. A. Goddard. *Newchurch*, Mr. C. G. Allen. *Northborough*, Rev. S. G. Short. *Norwich*, Mr. G. White, Rev. F. C. Davies, Mr. Sydney Cozens-Hardy. *Northampton*, Mr. Jas. Barry, Mr. F. Covington, Mr. S. Beattie. *Nottingham*, Rev. J. F. Makepeace, Rev. Canon Lewis, Mr. W. J. Abel. *Oldham*, Dr. Yates, Mr. T. Taylor, Mr. J. Rennie. *Over*, Mr. H. Lockhead, Mr. J. H. Cooke. *Oxford*, Rev. C. J. H. Fletcher, Commander W. H. Maunsell. *Orpington*, Mr. W. Jones. *Plymouth*, Rev. Professor F. E. Anthony, Mr. F. E. Sach, Mr. E.

Chandler Cook. *Pontypridd*, Rev. J. R. Jones, Mr. D. M. Jones. *Portsmouth*, Mr. H. Palin, Mr. W. E. Duck, Mr. J. J. Bascombe. *Poulton-cum-Seacombe*, Rev. Canon Weatherhead, Rev. Canon Singleton. *Pleasley*, Mr. J. E. Wilkinson. *Pembrey*, Rev. D. Evans, Rev. J. Jenkins. *Rawmarsh*, Mr. E. Rose, Mr. T. J. Voss. *Rochdale*, Lt.-Col. Fishwick, Mr. J. Rushworth, Mr. G. H. Wheeler. *Rochester*, Mr. J. S. Benton, Mr. W. J. McLellan. *Rotherham*, Rev. T. Eyre, Mr. A. T. Jenkins. *Ryde*, Mr. George Mears, Mr. Chas. Sweetman. *Radstock*, Mr. T. Martin. *Resolven*, Mr. W. Waplington. *Reading*, Mr. E. Philip Collier, Mr. J. F. Hodgson, Mr. S. Preston. *St. Mary Extra*, Rev. G. Hughes, Mr. J. Martin. *Salford*, Alderman T. H. Jenkins, Rev. A. H. Dolphin, Mr. O. Duthie. *Scarborough*, Mr. J. Stephenson, Mr. W. Ascough. *Sheffield*, Rev. F. G. Sandford, Rev. T. W. Holmes, Mr. Jno. F. Moss. *Sheerness*, Rev. W. Bramston, Mr. W. J. Penny. *Shipley*, Mr. Ellis Denby, Mr. John Kendall. *Sowerby Bridge*, Mr. Jas. C. Horsfall, Mr. Richd. H. Whitworth. *Southampton*, Rev. Canon Scannell, Mr. J. C. Burbage, Mr. J. Cruickshank. *Southend-on-Sea*, Mr. Colin Campbell, Rev. Jno. N. Philpott. *South Shields*, Mr. Samuel M. Peacock, Mr. Robert Reah, Mr. A. E. Leete. *Stockton*, Rev. J. A. Sharrock, Mr. A. Bainbridge. *Sunderland*, Mr. Peter Wood, Mr. John Jolly Bentham, Mr. T. W. Bryers. *Swansea*, Mr. D. Roberts, Mr. Wm Morris, Mr. A. W. Halden. *Swindon*, Mr. W. H. Stanier, Mr. E. C. Riley. *St. Austell*, Mr. W. T. Lavering, Mr. W. J. Nicholls. *Smethwick*, Rev. Geo. Astbury, Mr. A. H. Sears. *Swadlincote*, Mr. T. Stacey. *Stapleford*, Mrs. J. Wallis. *Sedgley*, Mr. John T. Homer, Mr. Geo. Ray. *Sutton*, Rev. J. Jones, Mr. G. W. F. Foord. *Thornaby-on-Tees*, Mr. E. Arthur Head, Mr. W. J. Watson. *Tipton*, Mr. J. Whitehouse, Mr. J. Webb. *Tottenham*, Rev. D. Fotheringham, Mr. P. B. Malone, Mr. J. F. Adams. *Tynemouth*, Mr. Jno. W. Lambton. *Trevethan*, Mr. John Daniel, Mr. T. H. Deakin. *Toddington*, Dr. Waugh. *Walthamstow*, Mr. John Higham, Mr. Joseph Barrett. *West Bromwich*, Mr. Joseph Lawley, Mr. Hy. Brockhouse, Mr. G. Fillmore. *West Hartlepool*, Dr. E. H. Davis, Mr. John Robson Smith. *Widnes*, Mr. Hy. W. Deacon, Mr. Frederick Neil. *Willenhall*, Mr. J. H. James, Rev. W. L. Ward. *Willesden*, Mr. Robert Little, Mr. Wm. B. Luke, Mr. William Vincent. *Wolverhampton*, Mr. S. Theodore Mander, Mr. J. S. Corbett, Mr. J. F. Robinson. *Workington*, Mr. John Mandale. *Wolstanton*, Rev. W. C. Jones, Mr. P. Whitehurst, Mr. H. Farmer. *Wakefield*, Mr. H. Beaumont, Mr. J. McInnes. *Walsall*, Rev. C. E. McCreery, Rev. P. Dean, Mr. A. Jeffries. *Worsbrough*, Mr. W. Dutson, Mr. John Sansby. *Yardley*, Mr. J. H. Worrall. *Ystradyfodwg*, Mr. W. W. Hood, Mr. T. Bevan, Mr. W. G. Howell.

The Dean of Manchester, President of the Association, occupied the chair, and there were on the platform the following members of the Executive Committee:—Mr. G. J. Cockburn, Chairman of the Leeds School Board; Hon. E. Lyulph Stanley, Vice-Chairman of the London School Board; Mr. J. Henry Woodward, Member of the Bristol School Board (Vice-Presidents); Mr. Alex. Baines, Chairman of the Leicester School Board; Mr. W. Bemrose, Chairman of the Derby School Board; Rev. Dr. Bruce, Chairman of the Huddersfield School Board; Sir Joseph Ewart, Vice-Chairman of the Brighton School Board; Rev. Canon Major Lester, Chairman of the Liverpool School Board; Mr. S. Theodore

Mander, Chairman of the Wolverhampton School Board; Rev. Canon W. Moore Ede, Chairman of the Gateshead School Board; Mr. J. F. Moss, Clerk of the Sheffield School Board; Mr. D. J. O'Donoghue, Clerk of the Hull School Board; Mr. W. Packer, Clerk of the Leeds School Board; Sir Thomas Roe, Member of the Derby School Board; Mr. E. M. Hance, Clerk of the Liverpool School Board (Hon. Treasurer); Mr. C. H. Wyatt, Clerk of the Manchester School Board (Hon. Secretary).

Apologies for absence were read from the following members of the Executive Committee:—Rev. Professor F. E. Anthony, Chairman of the Plymouth School Board; Mr. W. Claridge, Chairman of the Bradford School Board; Rev. Canon Scott, Chairman of the Salford School Board.

THE PRESIDENT delivered the following opening address:—The Executive of the Association feel assured that it is not necessary for them to apologise for calling the members together at this very busy season of the year in view of the several matters of importance which will engage our attention. As is well known to all the Boards in the Association, the Lord President of the Council himself invited criticism in his speech on introducing the Board of Education Bill in the following terms:—"It may appear to be a somewhat rash act to submit proposals of this character to be exposed to discussion and criticism during the long months of a comparatively unoccupied recess. It may be so; but for my part I can only say that I welcome the fullest discussion and criticism." Following the course suggested, the Executive issued a memorandum relative to the proposals of the Bill. That memorandum expressed general agreement with the Lord President's determination to consider first the matter of the central authority for secondary education. Your Executive concur in the opinion that in the first instance it is desirable to proceed with the formation of a central authority, and whilst we have not committed ourselves to the details of the Bill, we are desirous that legislative action should be taken in that direction. But public opinion has been fast gravitating towards, and is speedily becoming concentrated upon, the further and equally important consideration as to how the local authorities are to be formed.

Since we last met under the auspices of our Association the Executive have been compelled to enter upon this further subject in consequence of a request made to them by the Associations of County Councils and Councils of County Boroughs that they would meet representatives of those bodies to confer with them in regard to the constitution of local authorities in county boroughs. At that conference, held in Manchester on

November 7th, the views of the Associations of County Councils and Councils of County Boroughs were set forth, and a friendly discussion ensued. As a final result the following recommendation is now laid before you :—"That provided the School Board for the County of London and the School Boards in the County Boroughs have one-third of the total membership of the proposed secondary education boards, and that these secondary education boards are independent of any external local authority in their administration, the Association of School Boards is willing that the County Council Boroughs shall have one-half the representation." The Executive Committee have good hope that by means of this and other friendly conferences any friction which may exist between the different local authorities may be obviated, and the way paved towards a general agreement, which shall secure the best interests of education. To this object the whole of the members of the Association should earnestly address themselves, as representing the School Boards. The Executive trust that their action in this matter will meet with the approval of the Association. They wish the Association to understand that whilst they have not been over jealous of a position which might be taken up by other bodies, they have not receded from the contention which they have always held in regard to the numerical representation of the School Boards upon any separate local authority for secondary education. (Hear, hear.) So much for the local authorities for secondary education in county boroughs. As is well known to the Association, the question of a local authority for secondary education in administrative counties presents very many problems for solution. With regard to this subject, the recommendation of your Executive runs as follows :—"That in administrative counties the county councils shall nominate a majority of the members of the local authority for secondary education, and that of the remainder a portion up to one-third of the whole be allocated to the School Boards in the county. The Education Department shall determine how many members shall be allotted to the School Boards, and, in doing so, shall have regard to the proportion the population under School Boards bears to the whole population, and shall determine how, if necessary, School Boards shall be grouped for the purposes of electing representatives." Resolutions concerning these recommendations will be submitted to the meeting.

The Executive have also had regard to the question of areas, and they have arrived at the conclusion that they cannot recommend any departure from the areas contemplated by the Local Taxation (Customs and Excise) Act, 1890—namely, County Boroughs and Administrative Counties.

It is, unfortunately, within the knowledge of the Association that the very crucial question of the action of the Science and Art Department in reference to Clause VII. of the Science and Art Directory is not yet by any means settled. The action of the department still moves upon the lines already animadverted upon by the Association, and this through no fault on the part of the Association itself. The Executive Committee have been carrying out the instructions prescribed for them at the last annual meeting of the Association, and have from time to time urged upon the Education Department, and upon Parliament by petition, that the *quasi*-local authorities for secondary education should not be attempted to be constituted, and that no steps for the formation of such local authorities should be instituted without statutory enactment. The Executive Committee have been careful to urge upon the Department and upon Parliament that if, pending legislation, what I have called *quasi*-local authorities are formed anywhere, there should be due representation of the School Boards secured in the several localities. (Hear, hear.) I am desirous to not unduly anticipate the several subjects which will come under the notice of the Association, but I feel constrained to add that, on a review of the statements made by the Duke of Devonshire in his speech when introducing the Board of Education Bill into the House of Lords on August 1st last, the Executive Committee have felt bound in their memorandum to defend the position of the higher-grade schools established by School Boards and the statutory powers possessed by School Boards for the maintenance of evening schools. (Cheers.) The Association will, no doubt, to-day express their own very decided views upon this question.

Recommendations of Executive Committee regarding Secondary Education. (*a*) Areas.

The Honorary Secretary of the Association then read the following report of a Sub-Committee to the Executive Committee.

SECONDARY EDUCATION.

Report of Sub-Committee, as to Local Areas and as to Representation of School Boards upon Secondary Education Authorities.

To the Chairman and Members of the Executive Committee.

Gentlemen,

On the 10th June last, you appointed the undersigned a Sub-Committee to consider and report upon the following Resolutions adopted by the Association at its last Annual Meeting, viz. :—

(1) "That, while re-affirming the opinion that it is essential to the effective improvement and full extension of education in this country that Primary and Secondary Education should be under one local authority, and that throughout the country with districts of suitable area, including large urban districts and non-county boroughs, this authority should be elected solely for educational work, the Association are of opinion that, if, and so long as, there is to be a separate local authority for Secondary Education in the County of London and in the County Boroughs, the representation of the School Boards upon the Secondary Education Authorities should be equal to that of the County or Borough Councils;" and

(2) "That School Boards in districts having a population of less than 50,000 be grouped, and elect representatives on the local authorities for Secondary Education, and that it be referred to the Executive Committee to consider and report what would be a suitable area;"

and at your last meeting referred to the same Sub-Committee the consideration of the arrangements to be recommended for the representation of School Boards upon the Secondary Education Authorities in administrative counties.

Your Sub-Committee have carefully considered these matters from the point of view:—

(1) Of the areas to be recommended for Secondary Education districts, pending the complete settlement of the question advocated by the Association; and

(2) Of the method and extent to which School Boards should be represented on any Secondary Education authorities that may be created in the meanwhile,

and they proceed, therefore, to frame their report accordingly.

(1) Area.

Your Sub-Committee are of opinion that under present circumstances no practical purpose would be served by recommending any departure from the areas contemplated by the Local Taxation Act of 1890, viz:—County Boroughs and Administrative Counties.

At the same time, they are of opinion that, in any measure conferring upon them any powers connected with Secondary Education, the councils of Administrative Counties should be required to prepare and submit to the Education Department, for approval, schemes for sub-dividing the areas under their jurisdiction, respectively, into districts of workable size, having regard to the general distribution of population, to any large urban centres which may exist within those areas, and to the means of locomotion available in their various parts.

The Sub-Committee, therefore, recommend that the Association be moved to make representations to that effect.

(2) Representation of School Boards on Secondary Education Authority.

With regard to Secondary Education Authorities in County Boroughs—in which the population represented by the School Board is identical with that represented by the County Borough Council—the question of the representation of the School Board upon the Secondary Education Authority is a comparatively simple matter; and the Executive Committee, after conference with the representatives of the County Councils' Association and of County Boroughs, have decided to recommend that, so long as School

Boards are secured the full amount of representation recommended for them by the Royal Commission on Secondary Education, viz. :—one-third of the total number of members of the Secondary Education Authority, the Association should be recommended not to raise any objection to the councils of County Boroughs securing a somewhat larger representation at the expense of the nominated or co-opted element proposed by the Commission.

In the administrative counties, however, the question assumes a much more difficult aspect, for in no case is the whole population of the administrative county represented by School Boards, and in some instances the population so represented is small, the actual proportion varying in each individual county. It is clear, therefore, that no uniform system can be laid down which would not give undue representation in some cases, if, in others, it did not leave the School Boards very much under represented. To claim for School Boards in administrative counties the full representation demanded in county boroughs would also introduce the anomaly that, what is only a portion, whether it be large or small, of the total population, should have the exclusive selection of a third of the total number of members of the Secondary Education Authority, and should also have an equal voice with the rest of the population in the election of the remaining representative members.

To obviate these difficulties, and at the same time secure adequate representation for School Boards, the Sub-Committee suggest that the Education Department should be required, after taking into account the proportion of the population which is represented by School Boards, to determine the number of members of the Secondary Education Authority —up to one-third of the whole—which shall be elected by the School Boards within each administrative county; and to lay down regulations under which the School Boards in question shall be federated for the purpose of this election.

The Sub-Committee, therefore, recommend that the Association be also moved to make representations to this effect.

(Signed) W. MOORE EDE.
„ J. F. MOSS.
18th November, 1898. „ E. M. HANCE.

(*b*) Local Authorities in the County of London and in County Boroughs.

The Hon. E. Lyulph Stanley then rose to move a resolution respecting the constitution of local authorities for secondary education in the County of London and in County Boroughs. He said, "I do not think that we, members of the Association of School Boards, have ever been in a more critical political situation than the one we now occupy, nor has there ever been a time when we had need of greater determination and of greater statesmanship. Thus I feel it to be my duty to emphasize the need of both these qualities. I feel it is making a great claim upon a body of representatives, not sitting together in permanent conference, but brought together at intervals of six months, to appeal to your statesmanship, in order that we may navigate the good ship Education through the reefs and breakers by which it is surrounded.

As you are aware from the report placed before you by the Executive Committee, representatives of this Association have entered into most important negotiations with representatives of the Association of County Councils and County Borough Councils, and a conference between them has taken place, I am happy to say, on the initiative of the Association of County Councils and County Borough Councils. Now, the reason I appeal at this crisis to your statesmanship, is that I know perfectly well that you have already confirmed the general principle that for primary and secondary education there ought to be one *ad hoc* authority, and I know further that Sir George Kekewich himself, secretary of the Education Department, stated in his evidence before the Royal Commission on Secondary Education, that if we had a clear field and were not prejudiced by previous legislation, *that* would be the proper policy to adopt. It is well known (continued Mr. Stanley) that we have *not* a clear field, and that we *are* prejudiced by previous legislation. For instance, there are the Acts dealing with technical education and the grant of whisky money, and it is because statesmen must look at facts as they exist, and not be guided by things as they would prefer them to have been, that I must ask for the greatest prudence, the greatest deliberation, and the greatest statesmanship from this meeting.

Concerning the resolution I have risen to move, I, myself, am hampered, and I am quite sure the most thoughtful of the representatives present will be hampered, because while important negotiations are going on between ourselves and the County and Borough Councils—negotiations, too, that are being made in the face of very large, very powerful and very hostile interests—it is perfectly impossible for us to speak in public of considerations that exist in our minds, and which have led us to arrive at certain conclusions ; and, therefore, I must leave it to the good sense of the meeting to supplement my speech by many things which you must know are in my thoughts, but which it would not be wise to express. Everything we say here will go through the press to our enemies as well as to our friends, and, therefore, we must speak with reticence and reserve, and many things must be understood which cannot be stated openly.

Having said so much by way of introduction, I would like to ask you what you think is the present position of the School Boards, and I feel sure that you must recognise in the face of legislation that has been proposed recently that it is not by any means a secure or assured position. We cannot think well of the present Government. On the contrary, disguise as they may with specious statements in speeches, the Government's facts do not

correspond with those speeches. The friends of the School Board system are met by an ill-will which I cannot but describe as malignant on the part of those who manage the affairs of the nation in connection with education.

The second point I wish you to consider warily is, that we are going to have legislation next Session, and apparently this legislation is a simple matter, at least as presented by the Duke of Devonshire. It is legislation merely to set up a central educational authority in London; but I ask experienced members of School Boards to remember the history of the legislation of 1876. At that time you had a Bill introduced by Lord Sandon under the specious pretext of doing something to improve the irregularity of attendance; something to bring indirect coercion and compulsion upon those districts which had no bye-laws. So plausible was the statement, that Mr. Forster himself gave what I think I may call a modified blessing to the Bill during the second reading debate. I think we all remember how under the influence of a reactionary majority the Bill was transferred through committee until at last Lord Hartington, the present Duke of Devonshire, now head of the Education Department, moved to reject it upon the third reading. During that period Lord Hartington made more than one speech, and I wish those speeches dwelt as faithfully in the memory of Lord Hartington as they dwell in the memory of those who continue to be the friends of the School Board system. (Laughter.)

I think I have indicated that our present situation is one which requires that we shall not only stand shoulder to shoulder ourselves, but welcome the co-operation of those forces, those local municipal and elective forces, which will naturally be opposed to those other forces which are neither popular nor representative, and which may perpetrate a great deal of evil upon education. Therefore, whatever we may rehearse as containing our profession of faith before we go to business, let us remember that our profession of faith is not the thing with which we are concerned to-day. The question which concerns us to-day is what we, as practical men, shall do to safeguard the public representative system of education, which we wish to see extended upon as good and as broad a footing in England as in Scotland. Already we have the right hand of fellowship of the County Councils; and I think if we and the County Councils can agree together, and establish a local authority which shall have a free hand, and upon which School Boards shall be substantially, if not in the opinion of us all adequately, represented, then we shall have dealt a good stroke in defending public education from the attacks of its enemies.

I appeal to the meeting to take care that, while we are discussing the first resolution on the agenda paper, the one I now move, you are not tempted into the field of the second resolution. When we reach the second resolution, the Executive are anxious, as will be seen from their report, to safeguard the welfare of large and active urban areas within administrative counties. Moreover, the Executive are prepared to adopt the amendment, or rather the rider, that the Scarborough representatives have intimated their intention to propose.

In the Report of the Royal Commission on Secondary Education, it is recommended that, in those large and populous districts where the School Board and County Council are conterminous authorities, the School Board should have one-third of the representation, but I do not attach too much importance to what Education Commissions recommend. If a Commission agrees with me I am glad to quote its recommendations: but if it does not, I am quite ready to set them aside. (Laughter.) Though we claim a representation of one-third, we do not necessarily claim that the County Councils shall be tied to another third, and the remaining third to co-opted and nominated members. The Executive Committee of the Association of School Boards have great faith in popular election, believing that this system will ultimately develope men more fitted to deal with education, even if to begin with the men are of the same type. They will also be more in touch with the people, popular in the broad sense of the term, and likely to carry the goodwill and friendship of the community. Therefore, we shall not be jealous if we secure our third, even if the Councils have more than a third, at the expense of the non-elected, non-representative elements. But it is extremely important that the authorities so created shall be locally independent authorities. (Cheers.) I feel perfectly confident that if you have a local secondary education authority for London, Birmingham, Manchester, or any other large centre with thirty-six members, of whom twelve are School Board members and perhaps eighteen County Council members and the other six co-opted members, the School Board members, from their greater familiarity with the questions under discussion, will soon, though in a minority, lead the other members. Thus I am not afraid of being in a minority so long as I have the security that the body shall be an independent body, and not a mere committee taking its instructions from a body not familiar with the education question. If you had an authority in a town, even with a majority of School Board members on it, which was a mere technical education committee of a town or county council, it would be of no

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avail. It would not matter how many School Board members were on the Committee if the body were subject to the interference of a superior local body, if the School Board were reduced to merely carrying out the orders of this external body. Therefore I appeal to the meeting to vote for this resolution as a whole, bearing in mind that the condition of an independent body is as vital, as essential a condition, as the security of a substantial representation of School Boards.

Before concluding, I would like to make a few remarks upon the second resolution upon this question that is to be placed before the meeting. I would ask the members of the Association to bear in mind that it is our endeavour not merely to protect the interests of education in the large county boroughs, and in places where the School Board is co-extensive with the county, but to protect and build up advanced education in those districts hitherto so much neglected—the rural parts of the country. I earnestly entreat all present at the meeting, however much you may long after an ideal scheme—which has my first preference as well as yours—not to throw away the substance for the shadow, not in this critical moment, when elementary education is surrounded by enemies in high places, in Parliament, in organisations and elsewhere, to part company with a powerful section who, though they have been alluded to as rivals, ought to be looked upon as co-operators. Sir John Gorst and the Duke of Devonshire have alluded to the County Councils as rivals in this matter, but I deprecate the idea. We ought to be co-operators. It is true, however, that we must co-operate on a footing of equality, not waiting at the door for the good pleasure of our powerful hosts. (Cheers.) I move—"That, provided the School Board for the County of London and the School Boards in the County Boroughs have one-third of the total membership of the proposed Secondary Education Boards, and that these Secondary Education Boards are independent of any external local authority in their administration, the Association of School Boards is willing that the County Council Boroughs shall have one half the representation."

Mr. HANCE (Liverpool) said: Mr. Stanley has dealt with the matter so exhaustively, that there is very little that can be added to his statements. I should, however, like to say in seconding this recommendation, that I still adhere firmly to the principle of one authority (hear, hear) as being the goal towards which we must work. But, at present, it seems impossible to proceed all the way that we desire. However, we are anxious that something shall be done to organise Secondary Education, and that the recognised educational authorities of each district shall have a voice in this

organisation; and the resolution that is now recommended is a step in the direction of securing both these objects. Moreover, I have sufficient faith in the ultimate prevalence of common sense to believe that when Secondary Education is organised, as Primary Education has been organised, the ultimate amalgamation of the two organisations will only be a question of time.

In the meantime, the change submitted to the meeting to-day is one which makes for strengthening the representative element in the education authority, and that, too, at the expense of the nominated or co-opted element. Personally, I hope it will be at the expense of the nominated, rather than at that of the co-opted element, because I have a great distrust of any *ex-officio* or nominated representation upon a representative body. The demand for nomination indicates on the part of those making it a distrust of the common sense of the community, and if the nominated members come upon a body with that spirit actuating them, it will breed distrust on the part of those amongst whom they act. I believe the presence of nominated members, however eminent they may be in the sphere of education, will be a source of weakness rather than of strength, and that experts had far better trust to the spontaneous action of the local bodies asking their assistance, than have themselves thrust upon those bodies by any central authority. Therefore, I look upon the strengthening of the representative element as a step in the right direction.

Mr. MOIR (Ipswich) moved as an amendment a resolution which the Association adopted at its meeting held last May. The resolution runs:—"That, while re-affirming the opinion that it is essential to the effective improvement and full extension of education in this country that Primary and Secondary Education should be under one local authority, and that throughout the country, with districts of suitable area, including large Urban districts and non-county boroughs, this authority should be elected solely for educational work; the Association are of opinion that if, and so long as, there is to be a separate local authority for Secondary Education in the County of London and in the County Boroughs, the representation of the School Boards upon the Secondary Education Authorities should be equal to that of the County or Borough Councils."

I hope that what I shall say will be guided by that prudence which Mr. Stanley has suggested, though I cannot help feeling that Mr. Stanley made certain remarks with regard to the enemy which might be reported, and regarded as, in a sense, inimical to the position which the other side is entitled to hold. As we have passed a resolution twice at meetings of this Association in favour

of one local authority only for Primary and Secondary Education, I contend we are not justified now in adopting the resolution which Mr. Stanley has moved, and on behalf of those who agree with me upon this question, I have moved this amendment as a protest. Even if we are compelled to submit to an unforeseen condition of things, a representation of one-half is the least we ought to accept; but, after all, why not have one authority only, even if they are going to create a conglomerate body? Why not dissolve School Boards and County Council Technical Committees? To my mind this would be much better. I suppose the Government would give grants for Secondary Education, and if so, ought not these to be paid to bodies on which there is popular representation, and not nominated members? What I advocate is an abolition of the cumulative vote, a dissolution of School Boards and Technical Education Authorities, and the creation of a broader authority for both Secondary and Primary Education. If we cannot get one authority, then the representation of one-half is the least we can take, and we must have the courage of our convictions, and go for what is right. I do not believe in expediency if it is not right.

Mr. J. A. WILLIAMS (Llanelly): I second the amendment with very much pleasure. I do not believe at all in conglomerate bodies. The County Council is elected for a special purpose. Sometimes they do their work well, but quite as often they do their work badly. I am a member of a County Council myself, and I happen also to be the Chairman of a School Board (cheers), and my experience is that men are not always elected on County Councils for their intelligence, for their administrative capacity, nor because they perform the work they are elected to perform. There are many districts in which the County Council work is not done anything at all as well as it was done under the old administration. Coming more nearly to the resolution, by far the best course we can take is to have education under one authority, and I know from our experience in Wales in connection with the Intermediate Education Act, that it will not be in the interests of English Secondary Education that the body elected shall be a conglomerate body, having conflicting interests to serve. The success of Primary Education, under the School Boards, has been such that it warrants the placing of confidence in the electorate to elect a body especially for Primary and Secondary Education. Again, if they appoint a body that is conglomerate, it will be found that authorities will overlap each other as is the case in Wales now, where the County Councils are the governing bodies for Intermediate Education, and where they and the Primary educationists overlap to such an extent that they pay double for some of the work. I am heartily

and enthusiastically for a Board elected for educational purposes pure and simple, and I do not know why we should consider the County Councils and similar bodies in the matter of education pure and simple. If the School Boards have done the work well in connection with Primary Education, it is nothing but natural they should do it in connection with Secondary Education, and I would point out that School Boards are already doing a great deal of work in Secondary Education in their Higher Grade Schools and form really the joining line between Primary Schools and the Intermediate Schools. These schools have already been doing the work; they have gained experience, and I feel that by any change they will lose rather than gain. When people go before the constituents, these know what they require, and they will elect the proper men for the proper purposes. Men elected for other purposes cannot do the work as effectively as those selected for special purposes, and I have, therefore, much pleasure in seconding the amendment.

Mr. S. THEODORE MANDER (Wolverhampton): I would urge this large and influential meeting to listen to and support the views expressed by Mr. Stanley. I am in the same position as the last speaker, a chairman of a School Board and a member of a Town Council, but I will not give myself away in the manner of the last speaker by saying they are not elected for their intelligence (Cheers)—(Mr. WILLIAMS: I said, "not always")—whatever mistake the electors may have made in my own case. For business purposes an *ad hoc* School Board, confining its attention to one kind of work, undoubtedly becomes more capable of discharging this duty than the members of a Town Council elected for various other purposes. At the same time, as Mr. Stanley has so well said, what we have to do is not to cry for the moon, nor to ask for the ideal, but rather to demand what we think we are likely to get. At the present time legislation is being proposed, and it is being forestalled by an administrative order under Clause VII. of the Science and Art Directory, and bodies are being established throughout the country for the carrying on of Secondary Education, upon which the School Boards are not represented at all. In the second place, legislation will be carried out by this Government, and if, as Mr. Stanley has said, the Government is left to its own devices, it is not unlikely that School Boards will be left out in the cold. I happen to enjoy the advantage of being on a committee appointed by certain other bodies to consider this question of Secondary Education, and I think I ought to offer an explanation of the way in which this conference has taken place. The County Council Association and the Association of Municipal Corporations both appointed a committee

to consider the question of legislation on Secondary Education. I was appointed a representative upon the committee and it deliberated and came to certain conclusions which very naturally tended to safeguard only the interests of municipal bodies and County Councils. At the conclusion it appeared to me to be important that this matter should be carried by the weight of all representative bodies, and I therefore moved a resolution to ask the Executive of the Association of School Boards to meet them with a view to come to some common agreement. The committee unanimously agreed that such a conference should take place, and from the conference we have to-day some very valuable resolutions, which I earnestly hope the meeting will endorse. If we can carry with us these bodies, I think we are likely to be listened to, and I hope we shall keep in mind not only that legislation is already being forestalled, but that municipal bodies and County Councils carry more weight in the House of Commons than School Boards do. They cover the whole country and carry on the general business of counties and of boroughs, whereas the School Boards represent a very much smaller area, and for this and for other reasons it will be wise to try to carry with us the weight of these two representative associations. I hope the meeting will endorse what I can only describe as the wise, statesmanlike and broad resolution which Mr. Stanley has placed so forcibly before the meeting.

Mr. E. J. BROADFIELD (Manchester): I do not agree with Mr. Moir if he thinks that compromise and expediency should never influence us in the conduct of public affairs. I am not in the secrets of the Executive Committee, of which body I am no longer a member, but I have such confidence in their desire to see education promoted and School Boards respected that I am prepared to abandon what may be deemed my own fads, and to support the scheme which they recommend. I should much prefer a different proportion, and have advocated the setting up of a body divided into three-thirds—one-third School Board, one-third County Council, and one-third nominated—but under the circumstances I shall support the resolution. I will mention the case of Manchester as an object lesson of how School Boards and County Councils might work in harmony, for during more than a year they have carried on together a scheme in perfect harmony, a scheme under which children may pass from the Elementary to the Technical School or Grammar School and at a later period to Owens College. Thus I have not the slightest fear of friction if you have a well-meaning Town Council and a well-meaning School Board. (Cheers.) However, inasmuch as we hear that there are reasons

that cannot be told now, knowing this is certainly a time when we should have confidence in the officers we have ourselves elected, and recognising the difficult position and the fact that there are enemies who would be glad to see the whole scheme shelved; if we can secure a local independent authority, I think we should withhold our own pet schemes and unanimously support the resolution.

The MAYOR OF LUTON said: I am of opinion that it will considerably help us if we can be united, and I have good reasons for saying so. We have, I am thankful to say, got the other two authorities into a good condition of mind, and while I go all the way with the mover of the amendment, the question arises, is it wise for us to try to get what is impossible? At the Municipal Associations' meeting the other day, Sir Samuel Johnson brought up a report from the General Committee, and I had the pleasure of seconding that resolution, and, as far as we knew, every member voted for it. Therefore I think it is wise to keep these authorities in good harmony, and I would point out that undoubtedly these authorities have claims as well as ourselves. As chairman of a School Board, I certainly think we should do the work better than any other authority, but other authorities have a right to form a judgment of their own upon the matter, and I think it will be very wise of us, if we cannot secure a half, to content ourselves by securing one-third. In my own town, for the administration of the Technical Instruction and Science and Art work, we have a number of representatives from the County Council, and from the Town Council, and from the School Board, and this works very well indeed. When they get into proper working order, I anticipate that the work will be done principally by those who represent the School Board. I believe this is generally so. But I rose particularly for the purpose of urging upon the meeting the desirability of standing together, and of voting for one measure. Therefore I have great pleasure in heartily supporting the resolution.

The Rev. T. O'SULLIVAN (Heston): I assume we are here to-day to ask for an equitable representation of the School Boards of the country in relation to the secondary schools which are proposed to be constituted. With that I am heartily in accord, but at the same time I must be just to those outside our Association. We represent the School Boards of the country, and we ought not to forget that more than one-half of the children belong to the Voluntary system of the country (hear, hear), and I ask why these should have no consideration? Surely

when a majority of the parents of the children send their offspring to the Voluntary schools, these schools should be represented. And as for the popularity of the School Boards, are they after all so mightily popular? (Laughter.)

A Member of the Association rose to a point of order.

The CHAIRMAN to Mr. O'Sullivan: I think you must take care of what you are saying. You are on the threshold of a place where the floor is very hot. (Laughter.)

Mr. O'SULLIVAN, resuming, said, "Taking the country generally it would be only fair that those who represented the voluntary system should be equally represented with those of the School Board system. (Hear, hear.) Such a representation could be obtained by giving half the representation to the County Council, and the other half to the School Boards and to the Councils representing the Aid Grant Associations of the country.

The CHAIRMAN: I am very sorry, Sir, that you have wandered into an arena into which even I, a most impartial chairman, cannot possibly allow you to go. We cannot enter into this question. You are not speaking either to the resolution or to the amendment, but you are starting an entirely fresh hare which I recommend you to run on some other course. (Laughter.)

Mr. O'SULLIVAN: I would advocate that a quarter each of the representation shall go to the School Boards and to the Voluntary Associations and half to the County Councils.

The CHAIRMAN: He has expressed a perfectly pious opinion, a counsel of perfection, but I do not see how he can vote either for the resolution or for the amendment.

Mr. O'SULLIVAN: When the present amendment has been voted upon I shall embody my ideas in a further amendment.

The Rev. J. LONGBOTTOM (Leeds): I think Mr. O'Sullivan has not been fairly treated. ("Chair, chair.") There are those, who, like Mr. O'Sullivan, cannot vote for either resolution or amendment. Mr. Stanley made an attack upon the present Government, but some of us sympathise with the present Government, and some of us were elected by supporters of the present Government. Therefore we protest against what has been said by Mr. Stanley. This Association has been formed to deal with educational matters, but it has ignored the Voluntary Associations, who form a large part of the educational machinery of the country.

Mr. ROBERT REAH (South Shields): I think the issue is being confused, and would point out that Mr. O'Sullivan and Mr. Longbottom and their friends already have representation through the School Boards, or why are they at this meeting? I give my support to the amendment, and I am sorry to find myself in an

atmosphere of compromise. I should prefer to hold to our ideals, and to leave the responsibility of having departed from them with the Government. If we cannot get what we want now, let us wait until we have a Government that will look more favourably upon our ideals. We started with a resolution last year which said that one body would be the best means of controlling Secondary and Elementary education, and this morning, according to the resolution proposed by Mr. Stanley, we have gone to the other extreme. I think it is a big come down from the whole body to one-third. I will not discuss the merits or demerits of those who come from the County Councils or County Boroughs. Indeed, I am willing to admit they may get men as earnest and as able as ourselves, but the amendment has this merit, it is a compromise between what the Executive now urge us to take, and what the Association said it would take a year ago.

Mr. GEORGE BELT (Hull): I wish to say a few words upon the question of the authority. I am a member of a Technical Instruction Committee, as a representative from the Town Council. I have been on the Grammar School Committee for the City Council. This I am prepared to say, that so far as the Hull City Council goes, it has shown every desire to have a member or members of the School Board on the Technical Instruction and also on the Grammar School Committee. Therefore, I think that it means very well for the resolution, which the Executive Committee proposes, to say that my own experience is that if we are certain of a representation of a third on a good school authority, we could with that third certainly influence the whole of the work carried on by that body. I say this absolutely from my own experience. I know the work that can be done by members of School Boards upon Technical Instruction Committees. Therefore, so far as one can judge from one's own personal experience, we must believe there is reason and wisdom in this suggestion of the Executive Committee. So far as I am concerned, I am in both camps. I believe, unfortunately, that I am a bit of an idealist, but I must re-echo what Mr. Stanley has said, we have vested interests to consider, and we have in power a Government alien to our ideas (No, no.) Then we have in power a Government, according to my ideas, alien to the best interests of education. I happen, unfortunately, to be the Chairman of the School Management Committee, and we have had documents sent to us, I do not know from whence, which have in my opinion tended, in a large measure, to destroy, so far as they could, not only the organisation of the best part of Elementary school work, but certainly of Secondary Education. I would tell the strenuous

gentlemen from Ipswich and the other places who want to go the whole hog, that the whole hog cannot be gone on this occasion (laughter), and that therefore they had better withdraw their amendment. Every man here knows they are very much in earnest and honest about this amendment, but the other amendment that is coming need not be considered for one moment, because it will meet with the reward it deserves. Everyone understands it. (Order, order.) If we are wise educationalists, we will do as men do who consult their lawyer or their doctor, we will take the advice the lawyer or doctor gives us, and I hope in this case we shall take the advice of the Executive Committee and adopt the resolution unanimously.

Cries of "Vote, vote."

The CHAIRMAN said:—Good people exist on every authority, and we must trust that we shall get the best of these people on what has been called by a very ugly name—the conglomerate body—the name seems to stick in one's throat. But conglomerate or not it is my firm conviction, and I speak from experience and concerning what I know, that it will not be wise for School Boards either through their Association or through their individual entities to ask for too much, but to accept what I think they are likely to get at the hands of the British public. And therefore I shall very firmly myself, having received the very pleasant unction which has been bestowed upon the Executive Committee, support the resolution by my vote.

Cries of "Vote, vote."

The closure was adopted, and Mr. Stanley said there was no need for him to reply.

The CHAIRMAN put the amendment and declared it was lost.

Mr. O'SULLIVAN now came forward with his amendment: "That the Councils of the Aid Grant Associations be represented on the Councils of Secondary Education in numbers proportionate to the number of children in Voluntary Schools, and that inasmuch as they represent more than one-half of the children of the country, side by side with School Boards, it would be equitable, taking the whole country into consideration, that half the Council of the Secondary Education Authority be elected by County Councils, and one-fourth each by the Aid Grant Associations and the School Boards."

Mr. O'SULLIVAN said: As representatives of School Boards we ought at least to treat each other with common respect. If we are not to listen to one another then we had better break up our Association and go back to learn manners instead of to teach children. (Cheers.) My objection to the resolution rose from the fear that the

School Board Association is seeking reinforcement from the County Councils to crush out the Voluntary System. (No, no.) That I believe to be the policy. I hold that the representatives of the Aid Grant Associations are quite as competent as any School Board members in the country. The best and the more completely equipped come from the Voluntary Schools. I think also with regard to more elections, that the country is tired of too many elections, and hence the system of co-option works well. There has been some talk of compromise o-day, and is there to be no compromise with a system that has sustained itself through the difficulties of the last thirty years?—the system which educates more than half the children of the country. Let me point out that under the resolution there does not remain one-sixth to be divided between Voluntary and other co-opted members. I am a member of a School Board and strongly in favour of Education and School Boards; but I want justice before School Boards or anything else and equity should be our guiding principle when we are discussing questions of this sort.

The Rev. J. LONGBOTTOM (Leeds), in seconding the amendment, said: I am not opposed to th resolution, but I feel this Association is making a mistake in not counting upon forces that ought to have equal consideration with this Association. Many of them are not only loyal members of this Association but also loyal members of another section too. If we can come to a compromise with the Voluntary Associations, then our position will be much firmer.

Mr. STANLEY: I rise to give reasons why the meeting should reject this amendment. The School Boards are not sectional, but wherever they exist they are national and their members are the friends of Voluntary Schools as well as the friends of Board Schools. The whole community of Leeds votes for its School Board; it elects Mr. Longbottom, who has as much voice in its deliberations as any other member. School Boards represent the whole community from an educational point of view, and therefore the School Boards Association is not sectional, it is national. I ask you to reject this amendment because you know perfectly well that in many towns the friends of the Voluntary Schools are a powerful influence upon the School Boards themselves.

The CHAIRMAN said: It is for the Voluntary Schools to assert their own position, in their own way, and I will add with all solemnity—God defend the right, both them and us.

The amendment was put, and declared to be lost. The motion of Mr. Stanley was carried.

Local Authorities in Administrative Counties.

Mr. Stanley then moved: "That in Administrative Counties the County Councils shall nominate a majority of the members of the Local Authority for Secondary Education, and that of the remainder a portion up to one-third of the whole be allocated to the School Boards in the County. The Education Department shall determine how many members shall be allotted to the School Boards and, in doing so, shall have regard to the proportion the populations under School Boards bears to the whole population, and shall determine how, if necessary, School Boards shall be grouped for the purpose of electing representatives." It is important that this should be carried, with the addition of an amendment which I have been told will be moved by the Scarborough representatives. We have to provide for the safeguarding of educational interests in administrative counties, and I would draw your attention to the words "if necessary," in the resolution. It is obvious that in administrative counties there are large School Boards, with an average of population equal to County Boroughs, left outside. School Boards, for instance, like Ystradyfodwg, Tottenham, Hornsey, and Willesden, which, if incorporated, would become County Boroughs. Scarborough, Stockton, Hartlepool, and other places like Leek, in Staffordshire, have shown their claim for consideration in the matter of the authorities for Secondary Education, and of course, it is not the business of this Association to safeguard municipal interests or municipal boroughs, but the educational interests of School Boards actively engaged in education. We desire that even the small School Boards shall have an opportunity by associating and voting, so as to make the voice of the purely rural districts heard.

Canon Moore Ede (Gateshead) said:—I have very much pleasure in seconding this resolution, and as one responsible for the report I should like to say a few words by way of amplifying what Mr. Stanley has said, and at the same time clear away some difficulties which I believe, from conversations to which I have listened, still exist in the minds of some members of the Association. I have heard some members say that the Executive have gone beyond their proper functions in dealing with this question of areas, but I should like to remind members that the last meeting of the Association instructed the Executive Committee to prepare a report upon the question of areas, and it was in consequence of these instructions that the sub-committee, whose report you have heard read, have made these proposals. Then, some members have said that those on the Executive Committee

representing County Boroughs had sacrificed the interests of the non-County Boroughs, but in reply to this I venture to say on behalf of the Executive that we are all anxious to see that fair play and full justice is done to the non-County Boroughs. We have to address ourselves to this question with two principles in our minds. First of all we have to ask ourselves what is fair, and we have to ask ourselves, secondly, what is practical. Dealing with the practical aspect of the question, I say it is manifest to everyone that it is not within the powers of the ingenuity of man, and certainly not within the powers of the ingenuity of the Committee, to devise a scheme that shall be uniform throughout the country. We have to deal with enormous diversities in the various counties which already exist, as educational authorities for local taxation purposes, and we must remember that in arranging suitable areas for a Secondary Education Authority in administrative counties, which include non-county Boroughs, that what suits Lancashire will not suit Northumberland; that what is suitable for Northumberland will not suit Rutland; that an authority for Durham would be utterly unsuitable for Dorset. No one can devise any one uniform scheme suitable for counties whose circumstances are so different. How is the difficulty to be met? We say by authorising the Administrative Counties to divide the counties for educational purposes, such division to be subject to the approval of the Education Department. If Parliament allows that to be done, then each county will be able to settle its own educational areas. The people in the county are the persons who know best what are the local circumstances, and they would constitute these educational areas according to their needs and the position of railways and other local conditions, grouping, naturally and necessarily, the smaller places with the non-county Boroughs, and making a centre of population of any magnitude the centre for the Secondary Education authority. Questions relating to the boundaries can also be dealt with as local questions by the Education Department just as the Local Government Board deals with similar questions in determining Poor Law areas. A further question requires consideration, viz.: What is a fair proportion of School Board representation? I think Mr. O'Sullivan would have come in better here than upon the first resolution, because it must be remembered that we do not want as members of School Boards anything but what is fair. In some Administrative Counties the area is practically covered by School Boards, and there are others where the area is scarcely touched by School Boards, and it would be manifestly unfair in these Administrative Counties,

where the School Board population is but a small section, to claim for them on the Secondary Education authority the same proportion we would claim in a County Borough, or in an Administrative County where the greater proportion of the population lived under School Boards. So we suggested that in connection with this difficulty, as our report states, that the Education Department should be required, in taking into account the proportion of the population which is represented by School Boards, to determine the number of members of the Secondary Education Authority up to one-third of the whole, which shall be elected by the School Boards within each Administrative County, and to lay down regulations under which the School Boards in question shall be federated for the purposes of such election. When we claim one-third for a County Borough, we cannot ask for as much as one-third in an area where there are very few School Boards, but we say the Education Department should deal with this question taking the proportion of population under School Boards as a basis, and I venture to submit that this is a fair and reasonable method. I have no doubt the Aid Grant Associations will secure representation. However, that is their own business. They must ask for it, agitate for it, and get it. As a member of one of them, I hope they will succeed, but meanwhile, it is for us, as School Board members, to ask for what we think is fair, having regard to School Board interests, and I venture to submit that what I have just said is fair, from our point of view as School Boards. Therefore, I have very much pleasure in seconding the resolution that Mr. Stanley has proposed, and in accepting what Scarborough wishes to add, because this addition simply carries out the ideas of the Committee, and indeed makes the resolution better than it was as it came from the hands of the Executive Committee. The addition is "Provided always that the Education Department may constitute on similar lines a separate local authority for any part of an Administrative County if they are satisfied that such area has separate educational interests, or that it is otherwise desirable."

Mr. JOHN W. LAMBTON (Tynemouth) moved as an amendment: "That this Association reaffirms its opinion that in the constitution of Local Authorities for Secondary Education, School Boards in non-county Boroughs and School Board Districts with a population of 50,000 or over, be treated on the same basis as School Boards in County Boroughs, and that School Boards in districts having a population of less than 50,000 be grouped, and elect representatives on the Local Authorities for Secondary Education."

I should explain that this is really the resolution that was

before the Association at its last meeting and that it was practically accepted. The Tynemouth School Board is of opinion that all non-county Boroughs of equal population with the smallest of County Boroughs, that is with a population of 50,000 and above, and in the rural districts where there are large populations, they should be grouped together up to 50,000 or over. The aim of the amendment is to secure that all bodies and all parts shall be treated upon an equal footing. The County Boroughs are large and powerful and pretty well able to look after themselves, and the non-county Boroughs are of course proportionately weaker, and as Mr. Stanley said in his first speech that if they stand shoulder to shoulder they are more than likely to carry their point. That is exactly what I want, to stand shoulder to shoulder for the smaller Boards and the rural districts, to stand shoulder to shoulder with the County Boroughs to help them, and then they assist the County Boroughs to stand shoulder to shoulder with us to secure equal representation for all.

Mr. THOMAS (Brecon) seconded the amendment.

A Representative from Wales said: In my county the County Council that has control of the Intermediate Schools, does not contain a single representative of the School Board. It is true that in County Boroughs they have a small representation, but it justifies the position this Association has assumed when it is known that in the largest County Borough in Wales only two out of twenty-four represent the School Board. I hold we should take a strong line to secure a large proportion of interest in the counties and in the local management. In Wales they are at the mercy of the Charity Commissioners, and I should prefer to have the question of numbers dealt with by the Education Department. The resolution has been admirably drawn, and I venture to urge its adoption.

Mr. HANCE (Liverpool) said: The amendment from Tynemouth is not in any way inconsistent with the recommendation of the Executive Committee, and especially will it be in harmony with this recommendation as soon as the resolution of the Scarborough School Board has been added. It is quite clear that as soon as these non-County Boroughs have been recognised as areas for Secondary Education, the way is clear for the School Board in those areas to be adequately represented. But so long as those areas form part of an administrative county they cannot claim a third of the Education Authority for the whole county. For instance, it would not be reasonable to claim for Tynemouth the nomination of a third of the Authority for the whole county of Northumberland. The nomination by School Boards of any such proportion of the authority in administrative

counties cannot be brought within the range of practical politics until such a state of things has been introduced as is suggested in the recommendations of the Executive Committee.

The Tynemouth amendment was defeated by a substantial majority.

Mr. STEVENS (Scarborough) then formally moved the adoption of the following words:—"Provided always that the Education Department may constitute on similar lines a separate local authority for any part of an administrative county if satisfied that such an area has separate educational interests, or that it is otherwise desirable."

Mr. H. W. DEACON (Widnes) seconded.

Mr. HANCE said: I think the words "on application" should be inserted. It would be clearly undesirable that the Education Department should intervene except when asked to do so by the locality.

Mr. STANLEY: I think it would limit the central power too much to insert the words "on petition," and that, therefore, the Widnes amendment goes too far. They should allow a smaller part of the population to ask for the intervention of the Department, and thus I think the meeting ought to adopt the resolution with the Scarborough addition and Mr. Hance's suggestion.

The meeting adopted this course, and passed the resolution with the addition proposed by Scarborough with the alteration suggested by Mr. Hance.

Dr. MACNAMARA (London School Board): I wish to make a friendly suggestion which I have embodied in the following resolution:—"And that the Executive of this Association be empowered to promote a deputation to the Lord President of the Committee of Council, for the purpose of representing to him the desirableness of so extending the scope of the Board of Education Bill, as to include proposals for the creation of local authorities for Secondary Education upon the basis of the foregoing resolution." My desire is to approach the question in a friendly spirit, and I hope the Association will agree with my suggestion. The members of the Association are very familiar with the Education Bill of 1896, although that Bill was so full of complexities. Even its best friends admitted that. Now, of the thirty-three clauses of that Bill, the first eighteen dealt with the constitution of a local authority, and when Sir John Gorst introduced the measure, he said its main principle was the constitution of a local authority, and that all the rest was detail. I hope Mr. Longbottom will not think I am making a political attack, but I must say I think it remarkable that the Government should attach

so much importance to the local authority in 1896, and should only propose legislation for a central authority in 1898. I urge the Association to insist that the local authority shall be a matter for legislation, unprejudiced and not anticipated by any minute of the Science and Art Department. We know that when the Bill of 1896 was withdrawn, Sir John Gorst called a committee together to carry out, as he said, the recommendations of the Royal Commission on Secondary Education, determined that what Parliament would not give him he would get in some other way. Thus we have witnessed the creation, most unconstitutionally, in at least thirty great boroughs of local authorities for Secondary Education. If we allow this movement to be continued, the whole matter of local authorities will be settled without legislation, and I say emphatically, it is the obvious intention of the authors of Clause VII. to anticipate and to prejudice the constitution of the local authority and "jockey" School Boards. That ought to be a matter for Parliament and not for a moribund department that has already made itself ridiculous in the eyes of the country. If you do not think the Science and Art Department has made itself ridiculous, then read the report of the Select Committee, published last summer, and I venture to think you will use a stronger word than the word ridiculous. The large School Boards, as the authorities for elementary education, in the work they have done during the last thirty years, have garnered experience that is valuable to the State, and that ought to be utilised by any new authorities it is proposed to establish. In appealing to the meeting to accept my resolution, I will add that I know the Association is at present in conference with the County Councils, and therefore I suggest that when you have adopted my resolution, you shall not act on it until the negotiations are closed, when probably both bodies will agree to go together to the Duke of Devonshire.

Mr. G. J. COCKBURN (Leeds) seconded the resolution.

Mr. STANLEY agreed with Dr. Macnamara in the policy he wished to initiate, but not in the form of his proposal. As a matter of courtesy to their colleagues—he hoped he might call them—of the County Council, he suggested that the resolution should read :—

"And that the Association of County Councils be asked to co-operate with the Executive in waiting upon the Lord President," etc.

Dr. MACNAMARA: That entirely meets my wishes.

The addition was then agreed to, and the resolution carried unanimously.

The complete resolution agreed upon was: "That in Administrative Counties the County Councils shall nominate a majority of

the members of the Local Authority for Secondary Education, and that of the remainder, a portion up to one-third of the whole be allocated to the School Boards in the county. The Education Department shall determine how many members shall be allotted to the School Boards, and, in doing so, shall have regard to the proportion the population under School Boards bears to the whole population, and shall determine how, if necessary, School Boards shall be grouped for the purpose of electing representatives.

"Provided always that the Education Department may, on application, constitute on similar lines a separate Local Authority for any part of an Administrative County, if satisfied that such an area has separate educational interests or that it is otherwise desirable.

"And that the Association of County Councils be asked to co-operate with the Executive of the Association of School Boards in promoting a deputation to the Lord President of the Committee of Privy Council on Education, for the purpose of representing to him the desirableness of so extending the scope of the Board of Education Bill, as to include proposals for the creation of Local Authorities for Secondary Education upon the basis of the foregoing resolution."

A resolution on the Agenda paper, in the name of Ipswich, was withdrawn.

The Science and Art Department and Clause VII.

The Honorary Secretary read the following letter to Sir John Gorst, relative to the operation of Clause VII. in the County Borough of Brighton.

The receipt of this letter had been privately acknowledged by Sir John Gorst, but the Executive Committee had not been favoured with an official reply.

December 7th, 1898.

To the Right Hon. Sir John Gorst, M.P., Whitehall, London, S.W.

Clause VII. of the Science and Art Directory.

Sir,

I have been asked by the Executive Committee of the Association of School Boards (England and Wales) to write to you with reference to the recent action taken by the Science and Art Department for the recognition of the Technical Instruction Committee of the Council of the County Borough of Brighton as the Local Authority for the administration of Science and Art Grants under Clause VII. of the Science and Art Directory.

As stated in the letter addressed to you by the President of the Association on the 9th of November last (which was acknowledged by you in a private letter), the Executive Committee have been informed by the Brighton School Board that representations were made by them to the Science and Art Department in a letter dated the 21st September, 1898, asking for a public enquiry in reference to the matter.

It is a matter of extreme regret to the Executive Committee that there has been no public enquiry held, and that the School Board of Brighton, which for many years has carried on higher grade schools, and provided the greater part of the Science and Art instruction for their district, should not have received recognition in the composition of the organisation appointed to administer the provisions of Clause VII. Their regret is the greater as the Executive Committee understand that the Brighton School Board offered to enter into an arrangement with the Corporation in order to secure a scheme of co-ordination of the work of the Local Authorities dealing with education in the district of Brighton similar to the agreements which have been entered into at Manchester and Sheffield.

As you are aware negotiations are now going on between the Executive Committee of the Association of School Boards and the Associations of County Councils, and the Councils of Municipal Boroughs, with the view of arriving at an agreement as to the constitution of local authorities for secondary education in such districts. The Executive Committee of the Association are exceedingly anxious that these negotiations should be crowned with success, but they fear that if the views of School Boards in this important matter are treated by the Science and Art Department in the way they are given to understand has been the case at Brighton, difficulties will arise in the carrying out of the arrangements which the Executive Committee of the Association and the County Councils are both most anxious to promote.

I am to remind you that on May 24th, 1897, in answer to a question from the late Right Hon. A. J. Mundella, you stated in the House of Commons that "Technical Instruction Committees and School Boards would both come within the category of organisations eligible for recognition if they were generally acceptable"; and further, that the Science and Art Department on the 18th December last wrote an official letter in connection with the application of the Technical Instruction Committee of the Town Council of Derby for recognition that "in recognising an organisation for the promotion of secondary education it is necessary for the Lords of the Committee of Council on Education to be satisfied that it is one generally acceptable to the various educational authorities of the district, including such School Boards as are managers of schools qualified for the science and art grants other than drawing grants." This statement is also to be found in an official circular dated December, 1897, addressed by the Science and Art Department to Councils and County Borough Councils in England and Wales. Again, the Lord President of the Council stated in the House of Lords on August 1st, 1898, in introducing the Bill for Secondary Education, that "the object of Clause VII. is to invite the School Board and the County Council to come to an agreement whereby science and art instruction can be carried out under one comprehensive system." Further, on the 17th November of the present year, at a Distribution of Certificates given by the County Council of London, you stated that "unity and concord could only be obtained by these two authorities (the School Board and the County Council) coming to terms and making an agreement" . . . "that the Department were anxious to promote such agreements" . . . "They have no power to dictate," and that "such agreements must be voluntary."

In the light of these official statements it is in the opinion of the Executive Committee of the highest importance that the Science and Art Department should be guided by the undertakings already given. The question is creating a considerable amount of uneasiness amongst the School Boards, and the Executive Committee would be glad to hear that the case of the Brighton School Board has been further considered in order that the local organisation for secondary education may be constituted on the lines which have been officially laid down.

We venture respectfully to approach you on this subject the more confidently that we know, and deeply sympathise with your sincere desire to bring about an amicable arrangement between the School Boards and the County Councils, and we feel that you would share the disappointment of the Association, should there be any failure in the attempt now being made by these public authorities to come to a definite understanding.

There will be a Special Meeting of the Association in London, on the 16th inst., and the Executive Committee would esteem it a great favour if you would by that date oblige them with a reply to the representations now addressed to you, in reference to this matter.

I have the honour to be,
Sir,
Your obedient servant,
C. H. WYATT,
Honorary Secretary.

The Memorandum of the Executive Committee, dated June 13th, 1898, on Clause VII., and the Petition to the House of Commons, dated July 19th, 1898, were submitted to the meeting; also the Memorandum of the Executive Committee of November 10th, 1898, on the Board of Education Bill.

ASSOCIATION OF SCHOOL BOARDS (ENGLAND & WALES).

MEMORANDUM OF THE EXECUTIVE COMMITTEE OF JUNE 13TH, 1898.

THE SCIENCE AND ART DEPARTMENT AND LOCAL AUTHORITIES FOR SECONDARY EDUCATION.

What is being done.

Appointment Local Authorities for Secondary Education

The Science and Art Department are taking steps at their own instance which will lead to the virtual recognition and establishment of Local Authorities for Secondary Education. This is being done under a clause of the Science and Art Directory (Clause VII.), of which the following is a copy:—

Clause VII. Science and Art Directory.

"In counties and county boroughs in England which possess an organisation for the promotion of Secondary Education, such organisation, if recognised by the Department, may notify its willingness to be responsible to the Department for the Science and Art instruction within its area. In such cases grants will in general be made to the Managers of new schools and classes only if they are acting in unison with such organisation. The rights of the Managers of existing schools and classes will not be interfered with; and Town Councils and School Boards which are Managers of schools receiving Science and Art Grants will not be debarred from establishing in

their districts additional schools where necessary. In Wales the Intermediate Education Authority is for this purpose regarded as the authority for the promotion of Secondary Education."

Fifteen Technical Instruction Committees of County and County Borough Councils have already been recognised by the Department as being responsible for the Science and Art instruction within their areas, and thus have become to all intents and purposes the Local Authorities for Secondary Education.

The method of appointment is the same in each case. Application is made by a Technical Instruction Committee to the Science and Art Department to be made responsible for the Science and Art instruction within the area. A Public enquiry is then held by two officers of the Department, and, finally, in spite of the opposition of School Boards and other Managers affected, the application is granted.

How it will affect School Boards.

School Boards and Voluntary Bodies throughout the Country carry on a large number of schools and classes receiving grants from the Science and Art Department, and from time to time other School Boards and bodies which have not hitherto received such grants will be desirous of obtaining them. A notable case is that of the School Board of the County Borough of Burnley, where it is understood that a Local Authority of the character referred to has recently been appointed by the Science and Art Department.

School Boards have hitherto been recognised by the Science and Art Department as Managers of Schools eligible to receive Science and Art Grants. The effect of the appointment of the new Local Authority will be to place a bar in the establishment of schools and classes of Science and Art by School Boards in districts where such schools and classes have not hitherto been commenced seeing that new schools will, "in general," only receive grants from South Kensington "if the Managers are acting in unison with such organisation," and School Boards will in many ways be placed under the control of the new Local Authorities so far as the giving of Science and Art instruction in Board Schools is concerned.

It will be seen from the report of the proceedings at the Wakefield enquiry, held on the 22nd April, 1898,* that the Science and Art Department are about to hand over the Science and Art Grants for the district to the new Authority, where such is appointed, and thus carry out in this case *without legislation* a similar arrangement to that proposed to be made in the case of the Education Department and the Science and Art Department by the Education Bill of 1896, as set forth in the following Clause of that Bill:

> "The Education Authority for any County may undertake on such terms as may be agreed on between the Education Authority and the Education Department, the administration on behalf of the Education Department of all or any of the duties of that Department, in respect of all or any part of the money provided by Parliament for public education, or for the *Department of Science and Art*, so far as it is applied in aid of schools in that County, and in respect of securing or certifying the efficiency of schools in the County."—*The Education Bill*, 1896, *Clause* 3.

The Bill referred to was withdrawn in June, 1896, considerable opposition being raised in Parliament as to the constitution of the Education Authority and the proposed plan of decentralisation in the case of the Education Department and the Science and Art Department as set

* As reported in *The Yorkshire Post* of 23rd April, 1898.

forth in the Bill. In the opinion of the Association the course of action now being taken by the Science and Art Department is really the appointment of such an Authority, so far as the administration of Science and Art Grants is concerned. It will be noticed that the proposed operations of the New Authority go considerably beyond the reading of Clause VII., which does not mention the actual handing over of the administration of the Grants as referred to by Mr. Gilbert R. Redgrave, the Senior Inspector of the Science and Art Department, at the Wakefield enquiry.

Technical Instruction Committees of County Councils.

Whatever may be the meaning of the term "an organisation for the promotion of Secondary Education" in Clause VII. of the Directory such an organisation possesses no statutory powers dealing with Secondary Education, and the practice of the Science and Art Department in taking action under the Clause has been to seek to make the Technical Instruction Committees of the County Councils the new Authorities for the administration of Science and Art Grants. These Technical Instruction Committees are local Authorities for *Technical Instruction* acting under "The Technical Instruction Act, 1889," and Section I. (3) of this Act enacts that "nothing in this Act shall be construed so as to interfere with any existing powers of School Boards with respect to the provision of Technical and Manual instruction;" the term Technical Instruction covering Science and Art instruction.

Looking to the terms of Clause VII., the powers sought to be given by the Science and Art Department to these Technical Instruction Committees will undoubtedly interfere with the powers of School Boards within the area of each such Authority. This will be particularly the case in the administrative counties covering areas in which there are a large number of urban School Boards in non-county boroughs as well as School Boards for parishes, seeing that such Local Authorities may debar School Boards which have not yet commenced schools or classes in Science and Art from enjoying the benefits of grants from the Science and Art Department.

Local Authorities fo Secondary Education.

There is a further objection raised by the Association to the appointment of such Local Authorities, namely, that such appointments in effect forestall the appointment of Local Authorities for Secondary Education by Parliament dealt with in the report of the recent Royal Commission on Secondary Education because the local administration of Science and Art grants (forming part of moneys applicable to Secondary Education) must be amongst the functions of any Local Authority for Secondary Education to be hereafter appointed by Parliament when a Secondary Education Act comes to be passed. It might further be urged that in dealing with this matter the Science and Art Department would appear to be constituting itself the *Central Authority* for Secondary Education. There is as yet no Secondary Education Act for England, and the Association are strongly of opinion that an executive branch of the Government should not by changes in the administration of moneys voted to it by Parliament practically anticipate legislation as is undoubtedly being done at the present time by the Science and Art Department.

Reasons why the action of the Department should be arrested.

Serious Interference with School Boards.

It will place a bar in the way of the establishment of schools and classes of Science and Art by School Boards and voluntary Managers in districts where such schools and classes have not hitherto been commenced and thus prevent the natural development of Elementary Education.

Promised Legislation.

It is an attempt to forestall legislation. Seeing that a Secondary Education Bill is shortly to be introduced by the Lord President of the Committee of Privy Council on Education, the creation of these Local Authorities under Clause VII. will seriously prejudice the character of the Bill, and by the prior recognition of organisations for Secondary Education (Technical Instruction Committees) entrusted by the Science and Art Department with the control of the Grants for Science and Art Instruction with power to charge the same with administration expenses makes the Science and Art Grants virtually a subsidy to County Councils. Experience absolutely proves that grants of public money once made to Local Authorities cannot be recalled.

Usurpation of the Functions of Parliament.

By carrying out *without legislation* an arrangement which was rejected by the House of Commons in the Education Bill of 1896, the Science and Art Department are usurping the functions and prerogatives of Parliament. In this connection the statement of Sir John Gorst, at the Committee appointed to enquire into the Distribution of Science and Art Grants, that "the object for which the Committee was appointed was to see how far the recommendations of the late Royal Commission could be enforced without legislation" is important. The insertion in the Directory of Clause VII., was the principal result of this Committee's deliberations. At the Wakefield enquiry it was pointed out that the Science and Art Department had no authority without Parliamentary powers to delegate its functions to County Authorities, and to this Mr. Redgrave, the Inspector of the Department conducting the enquiry, replied, "We are doing it, and probably until we are prevented from so doing by some Authority appealing to Parliament we shall continue to do it."

Claims of School Boards to adequate Representation on any Local Authority for Secondary Education.

The Constitution of the new Authority is not in accordance with the recommendations of the Royal Commission on Secondary Education which provided for the equitable representation on the Local Authority of all bodies having claims to be so represented. In the case of the Authority recently proposed at Burnley, the representation offered to the School Board was so utterly inadequate (three out of fifteen members), that the Board has refused to be represented on the Committee at all. The same course was proposed at Bradford, where the Town Council offered the School Board one representative on a Committee consisting of thirty members. The Constitution of the Local Authority recommended by the Royal Commission was in County Boroughs to be one-third School Board, one-third County Council, and one-third co-opted members.

PETITION TO THE HOUSE OF COMMONS, JULY 19TH, 1898.

To the Honourable the Commons of Great Britain and Ireland in Parliament Assembled.

THE HUMBLE PETITION OF THE ASSOCIATION OF SCHOOL BOARDS (ENGLAND AND WALES).

RESPECTFULLY SHEWETH,

That your petitioners represent School Boards in England and Wales having districts containing an aggregate population of over thirteen millions.

That School Boards have hitherto been recognised by the Science and Art Department as Local Committees eligible to receive grants from the Department. Such grants are paid towards the support of schools and classes in Science and Art conducted by School Boards. When "The Technical Instruction Act, 1889," was passed, a clause was inserted which provides that "Nothing in this Act shall be construed so as to interfere with any existing powers of School Boards with respect to the provision of Technical and Manual instruction." The term Technical instruction includes Science and Art instruction.

The Science and Art Department (under Clause VII. of the Science and Art Directory of last year) have recently appointed Local Authorities for the distribution of Science and Art Grants within certain areas. A large number of the Technical Instruction Committees of County and County Borough Councils have been recognised by the Science and Art Department as being responsible for the Science and Art Instruction within the areas of such Committees. To these Local Authorities will be entrusted the distribution of monies voted by Parliament for Science and Art instruction.

No new schools or classes within the areas of such Local Authorities can receive grants unless they are acting in unison with the Local Authorities.

These Local Authorities are thus being invested with many of the important administrative powers of Local Authorities for Secondary Education, and the Science and Art Department are carrying into effect without legislation an arrangement that was proposed to be made in the case of the Education Department and of the Science and Art Department by the Education Bill of 1896, as set forth in Clause III. (1) of that Bill—"The Education Authority for any County may undertake on such terms as may be agreed on between the Education Authority and the Education Department, the administration on behalf of the Education Department of all or any of the duties of that Department, in respect of all or any part of the money provided by Parliament for public education, or for the Department of Science and Art, so far as it is applied in aid of schools in that County, and in respect of securing or certifying the efficiency of schools in the County.

The Bill referred to was withdrawn in June, 1896, owing to the opposition raised in Parliament as to the constitution of the proposed Education Authority and to the suggested plan of decentralisation in the case of the Education Department and the Science and Art Department.

In the opinion of the Association of School Boards,

1.—The action of the Science and Art Department is a serious interference with the powers of School Boards and of Managers of Voluntary

Schools, as it will place a bar in the way of the establishment of schools and classes of Science and Art in districts where such schools and classes have not hitherto been commenced, seeing that the new Local Authorities will exercise controlling powers over the establishment of such new centres of instruction. The Association fully recognise the desirability of preventing the creation of unnecessary schools and classes, but respectfully submit that the Science and Art Department already possess ample powers to prevent the establishment of unnecessary schools and classes.

2.—The action of the Science and Art Department forestalls imminent legislation, seeing that a Government Measure for Secondary Education is shortly to be introduced into Parliament. The creation of these Local Authorities under Clause VII. of the Science and Art Directory will seriously prejudice the scope of proposed legislation. By the prior recognition of organisations for Secondary Education (Technical Instruction Committees), entrusted by the Science and Art Department with the control of the Grants for Science and Art instruction with power to charge the same with administration expenses, the Science and Art Grants virtually become a subsidy to County Councils. Experience proves that Grants of public money once made to Local Authorities cannot be recalled.

3.—The action of the Science and Art Department is an usurpation of the functions and prerogatives of Parliament by carrying out without legislation a proposal made in the Education Bill of 1896, which was not approved by your Honourable House.

4.—The constitution of the new Local Authorities created by the Science and Art Department does not provide for the equitable representation thereon of all bodies having claims to be represented, inasmuch as no arrangement is made whereby the Authorities for Primary Education have a fair proportion of representatives. These Authorities have been and are laying the foundation of all education, and are at present largely concerned with the initial stages of Technical and Secondary Education. They have, with the approval of the Education Department, and with the hearty concurrence of the electors, expended considerable sums of public money in the erection and equipment of Higher Grade Schools. These Authorities ought not, therefore, in County Boroughs, to receive a less share of representation than the Technical Instruction Committee on any Local Authority controlling Secondary Education. In this respect the recent action which has been taken for the constitution of provisional Local Authorities under Clause VII. of the Science and Art Directory disregards the absolute necessity which is universally felt for correlating all educational machinery, and is in direct opposition to the recommendations of the recent Royal Commission on Secondary Education which provided—

> In the case of County Boroughs having School Boards the Local Authority should consist of from twelve to twenty-four members, namely:
>
> (1) One-third chosen by the Borough Council, either from within or from without its own body.
> (2) One-third chosen by the School Board, either from within or from without its own body.
> (3) One-sixth nominated by the Central Office, after consultation with any University or University College or Colleges concerned, or in the case of a Borough containing a University College, appointed directly by the College.
> (4) One-sixth co-opted by those previously chosen.

[See Report of Royal Commission on Secondary Education—Volume I., page 270.]

5.—In the constitution of Local Authorities dealing with Science and Art Grants or with Secondary Education for Administrative Counties or

any part thereof, it is the opinion of this Association that where the area of the Local Authority is not co-extensive with that of a single School Board the representation of those who direct Primary Education within the district shall be not less than the representation of the Technical Instruction Committee acting in the said district.

Your Petitioners therefore humbly request that your Honourable House will take steps to secure that the Science and Art Department in making the appointment of Local Authorities dealing with Science and Art Grants under Clause VII. of the Science and Art Directory, if permitted at all, shall act in accordance with the recommendations which this Association now respectfully lay before your Honourable House, and which are almost identical with the recommendations of the Royal Commission on Secondary Education.

Signed this 19th day of July, 1898, on behalf of the Association of School Boards (England & Wales).

THE BOARD OF EDUCATION BILL.

MEMORANDUM OF THE EXECUTIVE COMMITTEE, NOVEMBER 10TH, 1898, ON

(*a*) THE SPEECH OF THE DUKE OF DEVONSHIRE (1ST AUGUST, 1898), IN THE HOUSE OF LORDS, ON THE BOARD OF EDUCATION BILL, AND

(*b*) THE PROVISIONS OF THE BOARD OF EDUCATION BILL.

The Speech o the Duke of Devonshire.

Copies of the Speech delivered by the Duke of Devonshire in the House of Lords on the 1st August, 1898, have been officially circulated, and in view of the Special Meeting of the Association shortly to be held to consider the question of Secondary Education, the Executive Committee thinks it well that the Members of the Association should be furnished with some preliminary information. Moreover, the Duke of Devonshire expressly invites criticism in the following passage on page 10 of his speech as officially issued:—

Criticism Invi

> "It may appear to be a somewhat rash act to submit proposals of this character to be exposed to discussion and criticism during the long months of a comparatively unoccupied recess. It may be so; but for my part I can only say that I welcome the fullest discussion and criticism."

Arrangement Memorandum

For these reasons the Executive Committee has issued this Memorandum. For the sake of clearness, the Memorandum has been arranged to deal (*a*) with the speech of the Duke of Devonshire and its references to School Boards; and (*b*) with the details of the Board of Education Bill, comparison in the latter case being made with the recommendations of the Royal Commission on Secondary Education on the points dealt with by the Bill.

(*a*) THE SPEECH OF THE DUKE OF DEVONSHIRE.

Report of the Royal Commission on Secondary Education an the Educatio Bill, 1896.

In introducing the Bills establishing a Board of Education and providing for the registration of Teachers to the House of Lords on the 1st August, 1898, the Lord President dealt first with the Report of the Royal Commission on Secondary Education, and the provisions of the Education

Bill of 1896. In connection with his *résumé* it is not necessary to offer any comment further than to state that there might be a difference of opinion as to the statement made by the Duke relative to the provisions of the Education Bill of 1896, where he says (page 4) that the proposed measure "provided in the main for the carrying out of the recommendations of the Commission on Secondary Education as to the constitution of Local Authorities."

Certainly this cannot be said to be the case in respect of the County Boroughs possessing School Boards. It may further be noted that upon this very question of the constitution of the Local Authorities for education (not elementary alone), notably with regard to the Non-County Boroughs, the Bill had to be abandoned.

It will be generally admitted that the Lord President is right when he questions the wisdom of any "attempt to constitute Local Authorities with defined powers without the preliminary, or at all events concurrent, establishment of a Central Authority.

The Association of School Boards will also doubtless agree with the remarks of the Duke made in dealing with the existing public expenditure on Secondary Education when he says that it seems to him that it was quite time that the direct administration should "come under the consideration of Parliament through a Minister who shall be understood to be directly responsible for the direction to be given to Secondary as well as to Elementary Education."

The Duke further stated that commercial education is an instance of the class of question with which such a Minister would be called upon to deal. He mentioned this in connection with a recent important memorial presented to the Prime Minister and himself from the Associated Chambers of Commerce asking that the same description of aid as is now given to instruction in Science and Art by the Government should be extended to subjects of a commercial character.

In speaking of the need of local organisation in the case of Primary and Secondary Education, and in his deprecation of the establishment of any system of strict uniformity, the views expressed by the Lord President will commend themselves to the acceptance of the Association. In again urging the establishment of a Central Authority preliminary to the constitution of any satisfactory local organisation, and referring to the various Authorities, such as School Boards and Voluntary Managers of Schools, and Borough Authorities under the Technical Instruction Acts now dispensing large sums raised locally, and all of them dispensing very large sums granted by Parliament, he spoke of the difficulty there would be in displacing such existing Local Authorities. On the subject of the operation of Clause VII. of the Science Directory, the Duke referred to the steps which have recently been taken by the Science and Art Department in connection with the administration of Science and Art Grants in the recognition of a Local Authority, and stated that in the counties (administrative) this clause is being adopted extensively, but in many, perhaps most of the County Boroughs, it is still looked upon with some suspicion. He referred to the fact that in these Boroughs there are two public bodies actively engaged in the management of Science and Art Classes; first, the Technical Instruction Committees of the Municipal Council, working under the Technical Instruction Acts. and possessing certain rating powers, and disposing of the local taxation residue; next, the School Board. Concerning which the Duke makes the following significant observation: "with no statutory authority, extending the operation of Elementary and Evening Schools, under the Evening School Code, into the region of Science and Art, and applying the rates to that purpose."

This important statement of the Duke has reference to (*a*) the Higher Grade Board Schools, with their Schools of Science, and (*b*) to the Evening Continuation Schools and the evening classes in Science and Art carried on by School Boards. The Executive Committee thinks it well to state that in all cases where School Boards have established Higher Grade Schools it has been done with the full concurrence of the Education Department, whose clear duty it is under Section 10 of the "Elementary Education Act, 1873," before giving their sanction for a loan, to satisfy themselves not only of the legality, but also of the necessity of the provision intended to be made by that loan. To state, therefore, that School Boards have been acting "with no statutory authority" is to state that the Education Department has been sanctioning and encouraging an entirely illegal course of procedure, and is a reflection upon the various Presidents and Vice-Presidents of the Committee of Council on Education who have held office since the time when the scheme for the Central Higher Grade School at Sheffield was approved by Mr. Forster, whose action was subsequently endorsed by Lord Sandon, and in the case of the approval of the establishment of subsequent Higher Grade Schools by Lord George Hamilton, Mr. Mundella, Sir William Hart Dyke, Mr. Acland, and the present Lord President and Vice-President of the Committee of Privy Council on Education. The Higher Grade Board Schools, each with its School of Science, and numbering at the present time about sixty, have with few exceptions been erected and equipped by loans granted by the Education Department, and the expenditure has been allowed by the Local Government Board. These Schools have been largely subsidised by the Science and Art Department, and, according to the last return, Science and Art grants for maintenance of these Schools, amounting to £32,360 per annum, are being paid to School Boards by the Committee of Privy Council on Education.

Reply of the Association to the statement that School Boards have no Statutory Authority to Extend the Operation of Elementary an Evening Schoo

(1) As to High Grade Board Schools.

Sir John Gorst, on August 5th, in the House of Commons, disclaimed "any conspiracy on the part of the Science and Art Department to interfere with the Higher Grade Schools, and he had no idea that there was any desire whatever in Whitehall to restrict the operations of School Boards in regard to the provision of higher education for the people." He also said that "he would not be willing to do anything to interfere with the provision of Higher Grade Education, of Science and Art Education, and of Secondary Education in the large boroughs, by the two bodies which he had referred to" (*i.e.*, the School Boards and the Technical Instruction Committees).

The Right Hon. Sir William Hart Dyke, in his evidence before the Royal Commission on Secondary Education, stated:—

> "As regards Secondary Education, if you had a fair field and no favour, and nothing but empty space to fill by your scheme, I think in that case your difficulties would be great; but, to my mind, the difficulties are enormously increased, because a large field of Secondary Education has long since been occupied by our best Board Schools. It is no use disguising the fact that that is the case at Manchester, Sheffield, Birmingham, and Bradford, or other places at which I have attended to give prizes away at the Higher Grade Schools; and there is no doubt that when I go there to give prizes, I am promoting an excellent system, so far as it goes, of Secondary Education. Therefore, whoever has to grapple with this question will have to meet this difficulty. You will find, I think, very great antagonism on the part of supporters of Voluntary Schools to any scheme which will put forward the Board School element very prominently as regards the undertaking of Secondary Education as a whole. The first point would arise immediately: What are you going to do with the Board Schools, which

are already giving us a considerable modicum of Secondary Education? It is clear that any Government, attempting to upset what the School Boards are now doing at all the great centres of industry, would create something like a revolution. It would not only create tremendous dissatisfaction as regards the promoters of Board Schools in this country, but it would create enormous local dissatisfaction in places where a very good middle class education is now being given in these Higher Grade Board Schools. Therefore, you must first of all clear the ground, as it were, by coming to the conclusion that it is utterly impossible for any Government to undertake, however advisable it might be, the destruction of any of the work which is now being done by these Higher Grade Schools. It would be most unpopular, and I am quite certain that no Government would carry through Parliament a scheme which involved anything of the kind. Therefore, in undertaking a scheme for Secondary Education, it must be recognised at once that a large amount of Secondary Education is already being provided by these Higher Grade Schools, and will be provided in the future."

The "Statutory Authority" of School Boards "to extend their operations into the region of Science and Art," is recognised by the terms of Clause 3 of "The Technical Instruction Act, 1889," which says, "nothing in this Act shall be so construed as to interfere with any existing powers of School Boards with respect to the provision of Technical and Manual Instruction." In this Act (Clause 8), Technical Instruction is explicitly stated to include instruction in those branches of Science and Art with respect to which Grants are for the time being made by the Department of Science and Art, as well as Modern Languages and Commercial subjects. There is no *legal* definition of "elementary" or "secondary" as applied to public education. The general definition of Elementary Education is continually expanding itself by the judgment of the Department, with the approval of Parliament. (*See* evidence of Mr. P. Cumin. Royal Commission on Education Acts, 1886, Vol. I., page 43.) It should be borne in mind that it is only by similar departmental action to that which has extended the definition of Elementary Education—and accordingly the authority of School Boards—so as to cover the work of Higher Grade Schools, that Technical Instruction Committees are empowered to assist in any way general Secondary Education.

The action of the Science and Art Department, in including under the definition of "Technical Instruction" subjects of a literary nature, is no doubt legal, but it is a far greater strain upon the natural meaning of language than was the action of the Education Department in encouraging higher grade schools, and it certainly is lacking in that Parliamentary sanction which is secured to the latter Department's action by the approval given by both Houses of Parliament to the alterations introduced into the Code for the purpose.

The Departmental action of the Science and Art Department has received no statutory or legislative sanction; that of the Education Department has, year by year, when its Code lies unchallenged on the tables of the Houses of Parliament.

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In connection with His Grace's statement respecting Evening Schools, it would appear that the Duke has overlooked the fact that the School Board, to quote the words of Mr. Lyulph Stanley, is the only authority "having unlimited statutory powers to establish and maintain Evening Schools without limit as to the extent of instruction or amount that may be raised from the rates."

This was brought about by the passing by Parliament of the "Education

Code (1890) Act," which provides that elementary education is not a condition of grants to Evening Schools. Section 1 of the Act is as follows:—"It shall not be required as a condition of a Parliamentary grant to an Evening School that elementary education shall be the principal part of the education there given, and so much of the definition of the term 'elementary school' in Section 3 of the Elementary Education Act, 1870, as requires that elementary education shall be the principal part of the education given in an Elementary School, shall not apply to Evening Schools."

Sir George Kekewich, in his evidence before the Royal Commission on Secondary Education, said: "I think the School Boards hold the field as regards the Evening Continuation Schools, and I think they should be left in their hands. No doubt by leaving the Evening Continuation Schools in the hands of the Boards, you make them, to a certain extent, a secondary education authority. These Evening Continuation Schools are, and I suppose they always will be, the Secondary Education for the mass of the people. The Secondary Day Schools established under any future Bill will be only for the few, not for the many."

The following figures relating to average attendance and grants in Evening Continuation Schools are taken from the Education Department's return of statistics of inspected schools, 1896-97, page 94:—

	Average Attendance.	Grants paid. £ s. d.
School Board Evening Schools ...	107,517 ...	102,077 15 9
Other Evening Schools	72,083 ...	59,758 16 10

Turning to the subjects of instruction given in Table 44, page 101, of the same return, it appears that so far as the return shows the School Board Evening Schools stand well in the comparison of the number of advanced subjects taught. Detailed particulars are not given of the Commercial Evening Schools, where a large amount of advanced instruction is carried on by School Boards.

Looking to the facts regarding the establishment and maintenance by School Boards of Higher Grade Schools and Evening Continuation Schools, the Executive Committee respectfully submits that School Boards cannot be charged with lack of statutory authority or departmental recognition in the important work they are carrying on in this branch of their administration.

The Method of the Science and Art Department in Carrying Out the Provisions of Clause VII. of the Science and Art Directory.

In connection with the putting into operation of Clause VII. it is necessary to point out that the Science and Art Department has invariably recognised as the local authorities for Secondary Education the Technical Instruction Committees of the County Councils. Yet Sir John Gorst, in reply to Mr. Mundella, in the House of Commons, on the 24th May, 1897, stated that "Technical Instruction Committees *and School Boards* would come within the category if they were generally accepted as the medium for the dispensation of Science and Art Grants." Subsequently he stated that the Education Department had no power to prescribe the representation of School Boards on such local authorities. It may be well to give an outline of the course of procedure in this matter. When the Science and Art Department commenced proceedings for the establishment of such local authorities at the beginning of 1898, public local inquiries were conducted by officers of the Department and opportunities given to School Boards to state their views. Recently there have been no such public enquiries, and so far as representations of School Boards have been concerned their views have in many cases been completely ignored. In the petition to the House of Commons of the Association, embracing School

(1) Public Inquiries Discontinued.

(2) Representations of the School Board ignored.

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Boards having a population in the aggregate of over 14 millions, it was asked that in the constitution of local authorities the recommendations of the Royal Commission on Secondary Education should be adhered to. Such adequate representation of School Boards is claimed on the ground that these authorities, whether judged by the numbers in attendance at the schools and classes or the amount of grants received from the Science and Art Department, are, in fact, giving instruction to a large majority of those whom the grants are intended to aid.

If the returns of the Science and Art Department are examined in order to find out what share the School Boards in the large County Boroughs have hitherto taken in the work for which the Science and Art Grants are paid, the following position is disclosed: In London and in the various County Boroughs of England and Wales, out of 45,405 Day Students under instruction in Science, 26,000 were in Board Schools, and less than 19,400 in all other Institutions. With respect to the Schools of Science or organised Science Schools, of which there are 143 in England and Wales, the following table gives some interesting particulars :—

	No. of Schools.	No. of Students.	Grants. £
Board Schools	56	9,629	32,360
Voluntary Schools	7	587	2,102
Other Schools	80	7,796	28,496
Totals ...	143	18,012	£62,958
Percentage for Board Schools	39·16	53·46	51·09

These figures show conclusively that to put the administration of South Kensington Grants in London and in County Boroughs in the hands of those whom Sir John Gorst described, in the House of Commons, as rival authorities (*Times* Report, Aug. 6th, 1898), when the School Boards are giving instruction to a large majority of those whom the grants are meant to aid, would be a step unjust, unwarranted by the circumstances, and necessarily opposed by the School Boards in question.

But the recent action of the Department in the direction of recognising the Technical Instruction Committee (*per se*) as the local authorities under Clause VII. of the Science and Art Directory does not agree with the statement made by Sir John Gorst at the Committee appointed to inquire into the administration of Science and Art Grants when he said that the object for which the Committee was appointed was to see how far the recommendations of the *late Royal Commission* could be enforced without legislation. The result of this Committee's deliberations was the insertion in the Directory of Clause VII.

There is no misapprehension, as has been stated, on the part of the Association of School Boards as to the meaning or intention of this clause. They object, however, to the methods by which it is being carried into effect.

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-ordination.

The Executive Committee desires to place on record that in the whole of the representations made regarding the important question of the recognition of a local authority for the distribution of Science and Art Grants, it has clearly shown that the School Boards are as anxious as the Education Department to bring about a co-ordination of educational forces in each locality. But it believes that this can only be effected by the proper recognition of the work now being done by the various authorities, School Boards included.

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on Bill.

The remainder of the Duke's speech deals with the Bills referring to the

establishment of a Board of Education and to teachers' registration, and the Executive Committee now proposes to deal with the clauses of the Bill for the establishment of a Board of Education, leaving over the question of teachers' registration for the present.

(*b*) BOARD OF EDUCATION BILL.

The proposal to establish a Board of Education, with a responsible Minister, has the entire sympathy of the Association. Looking to the details of the proposed measure, it may be convenient to contrast, as far as possible, the proposals made in the Bill with the recommendations of the Royal Commission on Secondary Education.

The Clauses of the Bill Compared with the Recommendations of the Royal Commission on Secondary Education.

PROVISIONS OF THE BOARD OF EDUCATION BILL, 1898.	RECOMMENDATIONS OF THE ROYAL COMMISSION ON SECONDARY EDUCATION.
I. (1). There shall be established a *Board of Education* charged with the superintendence of matters relating to education in England and Wales.	The Commissioners disclaim any desire to see Secondary Education made a matter for a Department of State to control, and so far from attempting to induce uniformity, they trust that a free and spontaneous variety, and an open field for experiment and enterprise of all kinds, will be scrupulously preserved. Some central authority is, however, required, not in order to control, but rather to supervise, the Secondary Education of the country, and to bring about among the various agencies which provide that education a harmony and co-operation which are now wanting.
	Establishment of a Central Authority.
I. (2). The Board shall consist of the Lord President of the Council, Her Majesty's Principal Secretaries of State, the First Commissioner of Her Majesty's Treasury, the Chancellor of Her Majesty's Exchequer, and one other person appointed by Her Majesty the Queen and holding office during Her Majesty's pleasure, and it shall be lawful for Her Majesty to appoint a President, and, if he is Lord President of the Council, a Vice-President, of the Board.	The Central Authority should consist of a Department of the Executive Government, presided over by a Minister responsible to Parliament, who would naturally be the same Minister as the one to whom the charge of Elementary Education is entrusted.
	Constitution of the Central Authority.
II. (1). The Board of Education shall take the place of the Education Department (including the Department of Science and Art), and all enactments and documents shall be construed accordingly; and as from the establishment of the Board of Education the Education Department Act, 1856, shall be repealed.	The Science and Art Department should also be absorbed into the reconstructed and enlarged Education Office, those of its functions which relate to Secondary Education being transferred to the new Department for Secondary Education, while those which touch Elementary Schools would go to those officials of the Educational Office who already deal with such schools.
	Duties and Powers of Board of Education.
II. (2). There shall be exercised by the Board of Education the powers conferred on the Charity Commissioners by any scheme made in pursuance of the Endowed Schools Acts, 1869 to 1889, except that—	The work now done by the Charity Commission, so far as regards Educational Endowments, should be transferred to, or placed under the direction of, the proposed Central Office, but without prejudice to any existing right
	Powers of Board of Education with Respect to Charity Commissioners.

PROVISIONS OF THE BOARD OF EDUCATION BILL, 1898.

(*a*) Any power with respect to a question as to the construction of a scheme or other document shall be exercised by the Charity Commissioners; and

(*b*) Any power with respect to the control or management of property forming the capital of any endowment shall be exercised by the Charity Commissioners, with the concurrence of the Board of Education;

and for this purpose the powers exercisable by the Charity Commissioners under the enactments mentioned in the Schedule (*) may also be exercised by the Board of Education.

II. (3). The Charity Commissioners shall, in framing schemes in pursuance of the Endowed Schools Acts, 1869 to 1889, act in consultation with the Board of Education, and shall frame a scheme under those Acts if so requested by the Board.

II. (4). In addition to any powers exercisable under this section or otherwise, the Board of Education may, by their officers, visit, inspect, and examine any School, and give certificates in respect of the teaching therein, whether the School is subject to the Charitable Trusts Acts or the Endowed Schools Acts or not. Provided that, in the case of a School not so subject, the power conferred by this sub-section shall be exercised only with the consent of the governing body of the School.

wer to Appoint nsultative mmittee.

It shall be lawful for Her Majesty in Council from time to time, by order, to appoint a Consultative Committee for the purpose of advising the Board of Education on any matter referred to the Committee by the Board.

RECOMMENDATIONS OF THE ROYAL COMMISSION ON SECONDARY EDUCATION.

of appeal to the Courts of Law from decisions of the Charity Commissioners.

The Central Authority should exercise the powers over Educational Endowments now exercised by the Charity Commission.

The Royal Commission recommended the appointment of a permanent and specific Educational Council, not exceeding 12 in number, consisting of persons specially conversant with education and holding an independent position, whose functions would be in the main judicial rather than executive. The constitution of the Council to be as follows:—

One-third appointed by the Crown.
One-third „ by the Universities of Oxford, Cambridge, London and Victoria.
One-third Co-opted from among experienced members of the teaching profession.

The term of office to be six years, and arrangements ought to be made to prevent all the members from going out of office at the same time, so as to secure continuity and a certain permanence of policy.

* The enactments mentioned in the Schedule are as follows:—
The Charitable Trusts Act, 1853 (16 and 17 Vict., c. 137). Sections nine to fifteen.
The Charitable Trusts Amendment Act, 1855 (18 and 19 Vict., c. 124). Sections six to nine.
The Charitable Trusts Act, 1860 (23 and 24 Vict., c. 136). Sections nineteen and twenty.

The remaining sections of the Bill deal with (*a*) staff remuneration and expenses; (*b*) style, seal, and proceedings of the Board of Education; (*c*) power for president and vice-president to sit in Parliament; and (*d*) extent and short title of the Bill.

Other Remarks on the Bill.

It will be observed that the proposed Board of Education is really the present Committee of Council on Education, with the addition of one other member appointed by the Government. The Royal Commission added a permanent Educational Council of twelve persons, elected as described, with advisory functions. The Consultative Committee named in the Bill (Clause 3) may never be appointed, seeing that the terms of the Clause are clearly permissive. The Bill is singularly devoid of details, and its operations, if it becomes law, will very largely depend on departmental regulations, which may vary with different administrations.

(a) Consultative Committee.

(b) Charity Commissioners.

The Charity Commissioners, whose educational powers, according to the Royal Commission, should be merged in those of the Central Authority, remain largely as they are, subject to the concurrence of the Board of Education in matters affecting the control or management of property forming the capital of any endowment.

The proposal of the Bill involves very little change in the existing powers of the Charity Commissioners, and is practically the proposal which was laid before the Royal Commission on Secondary Education by Sir Henry Longley, the first Charity Commissioner (Report, page 89). The objections to the proposal are clearly given by the Royal Commission, as follows: "The second proposal, with its line of division between the legal and educational sides, would go a long way towards paralysing the educational authority, especially where it most needed support, save on the condition of such an amount of influence being reserved to it as would reduce the significance of the line, or even obliterate it altogether" (Report, page 96).

It certainly would be preferable that new schemes under the Endowed Schools Acts, 1869 to 1889, should be drawn up by the Board of Education itself, instead of, as the Bill proposes, by the Charity Commissioners in consultation with, and at the request of, the Board of Education.

The Bill reserves to the Charity Commission the decision of matters involving questions of legal construction, and all questions of the application of the capital of endowments to the improvements of schools must be settled by the Commission with the concurrence of the Board. This division of work between the Charity Commission and the new Board of Education would inevitably lead to the increase of official correspondence on the part of Trustees of Endowed Schools, and possibly friction between the Commission and the Board of Education.

The only satisfactory arrangement with regard to the Charity Commission would be to transfer the whole of its work, so far as regards educational endowments, to the proposed central authority, as recommended by the Royal Commission on Secondary Education.

The Rev. DR. BRUCE (Huddersfield) moved a resolution that the question of Clause VII., and the Memorandum prepared by the Executive Committee dealing with the Board of Education Bill, be referred to the Executive with power to take such action as may be deemed necessary. He said: The Memorandum is one prepared with great ability and lucidity. I am able to say this because, although the Executive have adopted it, it is mainly, almost entirely, the production of our friend and our esteemed and invaluable

Secretary. I admire its historical accuracy and its critical acumen. Most of the points have been fully and ably dealt with in that Memorandum, especially the action of the Department in the matter of Clause VII., in regard to which the Duke of Devonshire in his printed speech has treated the Association very badly, adding almost insult to injury. Dr. Bruce went on: I advocate one Minister of State for all Education, and say that Minister should hold a place in the House of Commons representing the ratepayers, the popularly elective bodies. He should be directly responsible to those who are largely the chosen representatives of the parents of the children who are educated in the schools of the people.

Mr. Wm. Stevens (Chairman of the Brighton School Board) seconded the proposal, and said: "The experience of my own Board affords a shocking example of the way in which the Science and Art Department are dealing with many of the large Boards of the country under Clause VII. Our Higher Grade School has been in receipt of large grants since 1885, and has been carried on with remarkable success. A year or two ago the County Borough Council erected a very large Technical School, and in June, 1897, a Conference was held between representatives of the Board and of the Technical Instruction Committee. The School Board was prepared to give up certain classes, and to make other concessions to the Committee, but its proposals were declined. In June, 1898, the Board passed a resolution endorsing the action of this Association in petitioning Parliament concerning Clause VII. In September, 1898, the Technical Instruction Committee applied to the Science and Art Department for recognition as the local authority under Clause VII., and the Board passed a resolution objecting to this application, and requesting the Department to hold a public inquiry. The Department were at the same time informed that the grants received by the Technical Instruction Committee were small, while the grants paid to the School Board were more than twice as much. The Department took a week to consider their answer, and then formally acknowledged the letter. From that time they had received no other reply. (Shame.) The letter of the Town Council was dated the 29th September, and on the 3rd October Mr. G. R. Redgrave, Chief Senior Inspector of the Science and Art Department, without notice, held a private inquiry, merely talking over the matter with the Technical Instruction Committee. Was it a reasonable way to treat a representative body to formally acknowledge their letter and to ignore their representations? The Board were not represented at the inquiry, but on the committee was the Vice-Chairman of the Board—by the favour of the Technical Committee—and two other members of the Board.

Mr. Redgrave took a reasonable view of the question. He suggested that it was very important that a voluntary arrangement should be come to by the two bodies, and in view of the strong protest of the School Board, said it was not likely the application would be granted. The Board were wisely carrying on advanced work, and he threw out the suggestion that the School Board should be consulted, and an arrangement made, satisfactory to both bodies. After that the School Board expected to be approached. They heard nothing. But to the surprise of the Committee itself, on the 26th October came a letter from the Science and Art Department, appointing them the authority under Clause VII. (Shame.) And now, although the Board had a right to open a new school, to receive grants for new classes in existing schools, they would have to ask the consent of the Technical Committee. At a meeting of the School Board on the previous Friday, a letter from the Town Clerk was read, asking whether they were prepared to come under the new Local Authority, and they unanimously decided that—badly as they had been treated by the Department—they would rather receive their grants from the Government than from another authority elected by the same persons as they themselves were. Sir John Gorst had referred to the incompetency of those who elected the School Board. The County Council was elected by the same incompetent people. This private, secret way of doing business might do very well for Russia, but they wanted justice and fair play, and not action taken on an *ex parte* statement. The Duke of Devonshire, in introducing his new Bill, said the object of Clause VII. was to invite the School Boards and County Councils to come to an agreement, but the Vice-President would not assist them to come to an arrangement.

The PRESIDENT: It is high time we had a reply to our official communication. To say the least, it would have been courteous to have sent a reply. I am not at liberty to tell you that I have had a non-official reply—(laughter)—to tell you the nature of the reply, which I do not consider satisfactory.

The motion was agreed to.

"THE SCHOOL BOARD GAZETTE."

The Honorary Secretary presented a special report of Executive Committee.

The Honorary Secretary said: It is desirable to have an official journal in connection with the work of the Association. (Cries of "Agreed.") We have not thought it right to publish anything about this matter until we had your authority for announcing the issue of the journal as the official organ of the Association.

The official journal will not be in any way a journal in which controversial opinions of its own will be expressed, but will simply contain information for the benefit of School Boards. It will not be, in any sense, a commercial undertaking. The Committee hope that members will support them by subscribing, because the funds do not allow of expense in the matter.

The report was adopted, and, on the motion of the Honorary Secretary, it was unanimously resolved: "That the recommendation of the Executive Committee relative to the issue by the Association of a monthly journal, to be known as 'The School Board Gazette,' be adopted, and that such Gazette be the official organ of the Association."

The Law of Attendance.

Mr. E. J. Harding (Gateshead) moved: "That in the opinion of this Association the law relating to compulsory attendance at school requires immediate revision and amendment:—(*a*) By an extension of the By-laws from 5 to 14 years of age, instead of 5 to 13, as at present. (*b*) By including in the said By-laws the provisions relating to certificates of school attendance for children between 13 and 14 years of age for employment and exemption from school (with such amendments as may be deemed proper) in the Elementary Education Acts of 1876, 1893, &c.; and by an amendment of the law providing that a penalty of not less than 5s. and not more than 20s. (including costs) may be inflicted for each offence." He said: Parents are confused as to how children are to obtain legal exemption. By a simple extension of the by-laws the whole machinery of compulsory attendance could be kept within four corners. We suggest the same liberty with the by-laws relating to attendance certificates that the School Boards have, to some extent, in fixing the standards of exemption. By amendment of the law we propose a fine of from 5s. to 20s., the larger amount being that imposed upon the people of Scotland. The London School Board, I believe, have petitioned for the same amendment. People engaged in School Board work find that the fine at present inflicted does not serve its purpose.

Mr. Yates (Aston) seconded: I have a letter from the Secretary of the Birmingham Trades Council supporting the idea. I am a member of the Birmingham Conciliation Board, and have opportunities for chatting with labour men. They can see that the better their children are educated the greater will be their success in the competition of the world. I do not approve of limiting the magistrates' discretionary power to a minimum fine of 5s., and suggest an alteration of the resolution in that respect.

Mr. W. PACKER (Leeds) moved to omit the words "not less than 5s.," leaving the minimum amount of fine open to the discretion of the magistrates.

The amendment was accepted.

ALDERMAN DOBSON (Grimsby) moved to reduce the maximum fine to 10s.

This was not seconded.

Mr. W. J. MCLELLAN (Vice-Chairman of the Rochester School Board) did not believe in the extension of the age; thirteen was high enough in their district.

The resolution was adopted.

ARTICLE 101 (C) (1).

The Honorary Secretary read the following letter:—

Education Department, Whitehall, London, S.W.,
8th December, 1898.

Drawing.
G. 98/25298. C.

Sir,—Adverting to your letter dated the 12th ultimo, I am directed to state that, after careful reconsideration of all the circumstances, my Lords have determined that it is within their power, under the conditions of the Code, to pay grant for drawing under Article 101 (*c*) (1) on the average attendance of girls in junior mixed schools, and the grants will, therefore, be paid accordingly.—I have the honour to be, Sir, your obedient Servant,

(Signed) G. W. KEKEWICH.

The Hon. Sec., Association of School Boards.

SERVICE IN A SCHOOL OF SCIENCE.

The following Resolution of the West Hartlepool School Board was moved and seconded: "That the Executive Committee of this Association be requested to confer with the Education Department with a view to Article 63 of the Code being so amended that service in a 'School of Science' may be held to satisfy the conditions for the issue of a Teacher's Parchment Certificate after 18 months' service."

The Rev. Canon MOORE EDE moved to add: "And that a teacher should in no way suffer from any disability from being employed in a Science School."

The Rev. J. W. CUNDEY (Bolton) seconded, and the resolution as amended was agreed to.

STREET HAWKING.

Mr. E. J. BROADFIELD (Manchester) moved: "That the Executive Committee of the Association take steps to further the

legislation sought to be obtained by the Corporation of Manchester and other Municipal Authorities for the regulation of street hawking."

He said: "The Manchester Board can only be one of many who have often been reminded that indiscriminate street hawking by young people of both sexes has been a source of many and very great dangers. Many years ago an inquiry was made by the Manchester School Board as to their homes in a certain number of cases where neglected children had been absent from school and employed in selling newspapers and matches in the streets, and it was discovered that more than 80 per cent. came from wretched homes, and the earnings of these children only ministered to the vices of their parents. Again, it has been frequently proved that a considerable number of the children sent to industrial schools are first led into truancy and worse delinquencies by the temptations of the streets. The records of the police courts, too, not only prove that gambling in the streets on the part of hawkers of tender age lead to thieving, but that many young girls were led to infamy and vice by the temptations to which they were exposed under the circumstances. Successive School Boards had approached the Watch Committee of the City Council, asking them to take powers to regulate juvenile street hawking, not, of course, to abolish it, for in the present condition of society it was too much to hope that it could be entirely dispensed with. That such changes might be effected as should diminish, if not altogether to do away with dangers, had long been the opinion of the Manchester School Board. Recently the present Watch Committee advised the Corporation to comply with the prayer of the Manchester School Board, and the Corporation had accordingly decided to ask for the necessary powers, and their decision had since been confirmed by a large town's meeting. The scope of the clause in the Manchester Bill was similar to that of Liverpool, and it was hoped that by a system of licences, for which a small fee should be charged, the licences to be held under good behaviour, the police would have thoroughly efficient control, and that thus one of the most powerful causes of juvenile destitution might be removed from our streets. There can be no doubt that if the Boards of other large towns will join with Manchester and Liverpool and urge their municipal governments to ask for similar powers the reform might be general and far-reaching."

The Rev. Canon MAJOR LESTER (Liverpool) seconded the motion, which was agreed to.

The proceedings then closed with a vote of thanks to the President.

The Training of Teachers.

THERE are many signs that this subject—one of vital importance to the progress of Public Elementary Education—is at last beginning to receive the attention it demands. To say "that training is essential for all classes of teachers," is to utter what appears to be a mere truism : yet Mr. (now Sir) H. E. Oakeley, in his last report on Training Colleges, from which the words above are quoted, thinks it necessary to place on record that he has more than once been lost in amazement at the opinions expressed about this matter by certain speakers. In a further passage he is still more emphatic about the state of opinion in this country on the training of teachers, for he adds :—

"This is the only civilised country where training is not thought of vital importance. Those who are familiar with French and German works on education know that the writers never argue about the matter, they assume that their readers are already convinced."

The question of the training of teachers is a large one : to discuss it adequately it would be necessary to traverse the whole field of the pupil-teacher system. It is not proposed, in this article, to do more than briefly consider the provision for the training of teachers offered by the Training Colleges. We hope to offer some remarks on the Report of the Departmental Committee on the Pupil-Teacher System in a future issue.

There seems to be a consensus of opinion that the amount of accommodation offered by the Training Colleges is altogether inadequate.

According to the last Blue Book, the Residential Training Colleges provide accommodation for 3,730 students (in addition to 105 day students), and the Day Training Colleges for 956, making a total of 4,791. The Colleges, therefore, at present furnish a yearly supply of some 2,400 teachers who have been trained for two years.

The Report of the Departmental Committee on the Pupil-Teacher System says on this point :—

"In the course of our inquiry, the question of the sufficiency of the existing accommodation in Training Colleges was raised and was answered emphatically in the negative. No witness interrogated on the point hesitated in giving it as his opinion that the supply was inadequate to the demand. The official returns and statistics, published annually, put it beyond doubt that this is the fact.

"The number of candidates who pass the Queen's Scholarship Examination is year after year in excess, in the ratio of about three to one, of the number of vacant places in the Colleges, taken collectively. It is quite true that a certain number of those who attend that Examination have no intention of seeking admission into a Training College: they merely desire to qualify themselves under Art. 50. But it is certain that the majority do desire training, for there is hardly any College that has not always applications from many more than it is possible to admit. It may be admitted that the best candidates generally succeed in finding entrance, but large exceptions must be made in the cases of a great number of candidates fairly high on the Queen's Scholarship List, who are excluded for want of room in the undenominational Colleges. The larger number drift into the teaching profession through the side door of the Certificate Examination for acting teachers, their only preparation having been confined to private study, evening classes at pupil-teachers' centres, correspondence, and other such means, often unsatisfactory. Thus those who need training most are left without it, and enter upon one of the most important callings with the slenderest equipment of necessary knowledge."

If we now turn to the official returns and statistics referred to in the Extract from the Departmental Committee's Report just quoted, the figures therein given are unquestionably striking, and deserve quoting in full. The results of the Queen's Scholarship Examination, 1896, are summarized as follows:—

	Presented for Examination.	Passed.			Failed.
		1st Class.	2nd Class.	3rd Class.	
Men	2,170	514	863	288	505
Women ..	7,868	1,890	2,420	1,631	1,927
Total	10,038	2,404	3,283	1,919	2,432

To quote the words of the Report:—"Thus about 57 per cent. (namely, those in classes 1 and 2) were qualified for admission to a Training College. Deducting the candidates who stated on their examination papers that they did not seek for admission, the number that desired to enter a Training College was 1,146 men, and 2,698 women. The number of vacant places was (approximately) 880 for men and 1,300 for women. It would thus appear that 266 men and 1,398 women failed to obtain places."

It would seem that to provide accommodation for all who desire and are qualified to enter College, the present supply of Training College accommodation would have to be nearly doubled. This leaves out of consideration altogether the large numbers of teachers who, obtaining third classes at the Queen's Scholarship Examination, are not able to enter a Training College, yet who are accepted by the Education Department as assistant teachers under Art. 50, though some of them doubtless do sit for examination later, and, improving their position, are able to find entrance to a College. It would indeed appear true in their case that, to quote the Report of the Departmental Committee "those who need training most are left without it, and enter upon one of the most important callings with the slenderest equipment of necessary knowledge."

The present total expenditure on Training Colleges is about £241,500, of which nearly £203,000 is spent by Residential and £38,500 by Day Training Colleges. Of this amount £170,000 is provided by Government Grants and £35,800 comes from fees of students. The necessary increase to the accommodation would mean a correspondingly increased expenditure of public money, either by Government or by Local Authorities, but it is difficult to imagine any object on which the expenditure of public money could be better justified than on the training of public elementary teachers.

Apart from the question of lack of sufficient accommodation, there is another condition which operates to prevent able pupil-teachers in some cases from proceeding to College: that is the attendant expense. The entrance fees charged at the Training Colleges are not high: they vary at the Residential Colleges from £7 10s. to £25. But the residence in College for two or three years necessarily means that during that period the student is earning no money, and it can easily be seen that in cases where the teachers have to earn their own living, and perhaps in addition contribute to the maintenance of a home, it is absolutely impossible for them to give up the £40 to £70 a year which they can earn as assistant teachers under Art. 50. Cases have been known of teachers who have attained very high places on the Scholarship List and to whom the benefits of a College training would have proved of inestimable value, being compelled, by lack of means, to stay on at school and earn money by serving as assistants. And even where there is no absolute necessity for this, it must be confessed that the temptation offered by the prospect of being at once able to earn £40 to £70 a year as assistant must be very strong where the income of a family is only a slender one.

The need of some additional assistance beyond that afforded by the Queen's Scholarship has long been recognised, and excellent work is now being done in this direction by the Pupil Teachers' University Scholarship Committee, Toynbee Hall. The object of the Committee, as stated in its Report, is to raise funds for providing Scholarships to enable selected pupil teachers to obtain their training at Oxford or Cambridge. The bulk of the money is provided by a munificent City of London Company—the Worshipful Company of Drapers. The Committee offer six or more Scholarships of £25 a year, tenable for three years, at Oxford or Cambridge. The scholars are selected from applicants unable to take advantage of a University training without the help of a Scholarship, and in making the selection the Committee are ruled (1) by the place taken in the Queen's Scholarship Examination, (2) by the results of an examination, and (3) by a personal interview. In addition, several of the Colleges, viz., Balliol, Lincoln, and Brasenose, at Oxford, and Emmanuel, King's, St. John's, and Christ's, at Cambridge, offer Exhibitions in connection with the Day Training Colleges at these Universities, varying in value from £25 to £50 per annum. No fee is charged for admission to the Oxford and Cambridge Day Training Colleges, and the whole of the £25 per annum allowed by the Department is paid over to the students. The average expenditure of a member of the Oxford Day Training College living as a non-collegiate student is stated as about £50 per annum. This estimate does not include travelling, books, clothes, incidental expenses, and the cost of living in vacations. To set off against this a scholar who went to Oxford with a Toynbee Hall Scholarship, and was successful also in gaining a College Scholarship (and it must be remembered that the circumstances of the candidates are a distinct factor in the selection of the scholars), would have an income of from £75 to £100 per annum, but it must be borne in mind that as a member of a college his expenses would be higher than as a non-college student.

At the other Day Training Colleges there are, as a rule, no such scholarships available. The students in training may compete, of course, for the Scholarships offered by the College with which the Normal department is connected, but they are not usually successful, nor is it to be expected.

At the residential colleges also there are few scholarships of any value, but it must, at the same time, be borne in mind that there is no expense for living, which is of course covered by the Government grant, entrance fees, and subscriptions.

The following return has been compiled to show the entrance fees and the Scholarships in the case of the Training Colleges both residential and day.

ENTRANCE FEES AND SCHOLARSHIPS.

Residential Colleges for Men only.

Name of College.	Entrance Fees.	Scholarships.
Bangor	£17 10s.	£20 to student highest on Q. S. list.
Battersea	£20	Two Exhibitions, £10 and £5, on results of Q. S. Exam., and two more, £10 and £5, on results of Religious Knowledge Exam. Several money prizes of smaller value.
Borough Road	£25	Herolds' Exhibition, value £10, for highest candidate on Q. S. list from Southwark. Neale Exhibition, value £20, for highest student on Q. S. list from Wales.
Carmarthen	£13 or £15, according to position on Q.S. list	—
Chelsea, St. Mark's	£17 10s.	Several Exhibitions, value £10 or £5 each.
Cheltenham	£20	Six, of £5 each, for highest on Q. S. list.
Chester	£9 or £10, according to class at Q. S.; also £3 or £5 at commencement of second year, according to class at 1st year's Certificate Exam.	—
Culham	£15 15s.	—
Durham	£15	

Name of College.	Entrance Fees.	Scholarships.
Exeter	£21	Five Exhibitions each year, value £5 each, awarded on results of Q.S., Religious Knowledge and Certificate Exam.
Hammersmith, St. Mary's	£5	No Scholarships.
Peterborough	£20	No Scholarships.
Saltley	£12 10s. or £15, according to Class at Q. S. Exam.	—
Westminster	£15 15s.	Entrance fee remitted to No. 1 or 2 on Q. S. list, half entrance fee remitted to No. 3 to 10 on list. Two Exhibitions of £5 each, and one of £5 5s.
Winchester	£15	One Exhibition of £15, one of £10, two of £5, one of £4, awarded on results of Q. S. and Religious Knowledge Exams.
York	£15	—

DAY COLLEGES FOR MEN ONLY.

Name of College.	Entrance Fees.	Scholarships.
Cambridge (University)	No Fees	Six, each of the value of £25, for three years, offered by the Pupil Teachers' University Scholarship Committee. Also Scholarships varying in value from £25 to £40 per annum, for three years, offered by Emmanuel, King's, St. John's, and Christ's College.

Name of College.	Entrance Fees.	Scholarships.
Liverpool (University College)	£10 per annum	No special entrance Scholarships for pupil teachers entering the Day Training College; several College Scholarships.
London (King's)	£10 per annum	No special entrance Scholarships for pupil teachers; several College Scholarships.
Oxford (University)	No Fees	Six, each of the value of £25, for three years, offered by the Pupil Teachers' University Scholarship Committee; also valuable Scholarships offered by the Colleges of Balliol, Lincoln, and Brazenose.

RESIDENTIAL COLLEGES FOR WOMEN ONLY.

Name of College.	Entrance Fees.	Scholarships.
Bangor	£10 per annum	—
Bishop's Stortford	£13 or £15 according to class in Q. S. Exam.	Two of £5 each, for highest in Religious Knowledge and Q. S. Exams. respectively.
Brighton	£15	—
Bristol	£15	Two of £5 each, for highest on Q. S. list.
Cheltenham	£16	Four of £4 each.
Cheltenham (the Ladies' College)	£20	—
Chichester	£16	Two of £10 each, tenable for one year, by those who stand first in Q. S. and Religious Knowledge Exams. respectively, and two of £5 each for second places.
Darlington	£20	Four Exhibitions to the Durham University, open to those who have passed the second B. Litt. in their second year.
Derby	£12 and £11, according to class in Q. S. Exam.	Three of £5 each, awarded on the result of the Religious Knowledge Exam.

Name of College.	Entrance Fees.	Scholarships.
Durham (St. Hilda's College)	£15 for Pupil Teachers reduced to £10 for first class in Q. S. and Relig. Knowledge if from the Dioceses of Durham and Northumberland. £20 for non P. T.'s	One of £5, two of £3 each.
Gray's Inn Road (Home and Colonial Training College)	£15	One of £10 to the highest on Q. S. list, and one of £5 to the second; one of £3 to the highest in Religious Knowledge.
Homerton New College	£22, £125 for Private Students	
Lincoln (Diocesan Training College)	£12 10s. for first class Q. S., £15 for second class	Two entrance exhibitions annually of £10 each.
Liverpool (Edge Hill Training College)	£20 for P. T.'s, £25 for others	Two of £20 each for those who stand first on the College list. Bursaries to help necessitous cases.
Liverpool (Training College)	£7 10s.	
Norwich and Ely (Diocesan Training College)	£12 first class Q. S., £14 second ditto. A reduction of £2 for candidates from the two Dioceses	
Oxford (Diocesan Training College)	£10 a year	
Ripon and Wakefield (Diocesan Training College)	Candidates from the Diocese £10, first class Q.S. £12 10s., second ditto £12 10s., and £15 for others	£10 (open) to first on College list, £6 6s. (Diocesan) to second ditto, £5 5s. (open) to third ditto, £6 6s. (Diocesan) to first in Scripture.
Saffron Walden (Training College)	£20	
Salisbury (Diocesan Training College)	£14 for P. T.'s, £16 ditto for others, residential; £10 a year tuition Day Students; £40 a year board and lodging at Residential Hostel	£4 to P. T.'s from schools in union with Diocesan Board who gain first class Q. S.

Name of College.	Entrance Fees.	Scholarships.
Southlands, Battersea	£12 12s.	Entrance free to first or second on Q. S. list, half-fees to those placed 3—10.
Stockwell Training College (British and Foreign School Society)	£25	A third year of Training is offered in cases of special merit.
Swansea Training College (British and Foreign School Society)	£20	Several tenable *at* the College, one exhibition offered *by* the College.
Tottenham, St. Katharine's College (Society for Promoting Christian Knowledge)	£15 for P. T.'s, £20 ditto for others	Two College Scholarships of £10 each and other open Scholarships.
Truro (Diocesan Training College)	£10	One of £3 to the highest Cornish girl on the Q. S. list.
Wandsworth (Training College)	£7 10s. £40 a year for Private Students	
Warrington (Training College—Chester, Manchester and Liverpool)	£15 for candidates from the three Dioceses, £20 for others	£10 for the highest on Q. S. list. Bursaries to help necessitous cases.
Whitelands Training College—(National Society's)	£16 for first class P.T.'s, £22 for second class ditto, £22 and £27 for others, £19 and £25 for those who do not sit at the College. Private Students £50 a year in Hostel	First on Q. S. list and first on Religious Knowledge list enter free.

DAY COLLEGE FOR WOMEN ONLY.

Name of College.	Entrance Fees.	Scholarships.
Bristol (University College)	£10 per annum (tuition)	No Special Entrance Scholarships for Pupil Teachers. Several College Scholarships.

DAY COLLEGES FOR MEN AND WOMEN.

Name of College.	Entrance Fees.	Scholarships.
Bangor (University College of North Wales	£10 per session (tuition). £11 10s. per session (board and lodging in Residential Hall)	Twenty College Scholarships: also four Exhibitions of £10 and four of £5, awarded annually to Normal Students.
Birmingham (Mason University College)	£12 10s. per annum (men), £10 per annum (women)	Several College Scholarships; no special entrance Scholarships for Pupil Teachers.
Cardiff (University College of S. Wales and Monmouthshire)	£10 per session (tuition, board and lodging in Residential Hall)	Several College Scholarships and Exhibitions, and two of £10 each open to Normal Students only.
Leeds (Day Training College)	£10 per annum (tuition)	Several College Scholarships; no special entrance Scholarships for Pupil Teachers.
Manchester (Day Training College for Women)	£15 per annum (tuition)	Two Entrance Exhibitions of £15 each for one year. Also the Entrance Scholarships of the Owens College.
Newcastle-on-Tyne (Durham College of Science)	£8 per session (tuition only). £35 15s. per session (tuition together with board and lodging in College Hostel)	Several College Scholarships. No special Entrance Scholarships for Pupil Teachers.
Nottingham (University College)	£5 entrance fee (tuition)	Several College Scholarships. No special Entrance Scholarships for Pupil Teachers.
Sheffield (University College)	£7 10s. per annum	Several College Scholarships. No special Entrance Scholarships for Pupil Teachers.
Aberystwyth (University College of Wales)	£15 per session (tuition), board and lodging in Residential Hall. For Private Students £15 and Hall fees	College Scholarships. Also four Exhibitions of £10 per annum open to Normal Students only.

It will be seen from the foregoing figures that the supply of scholarships to enable promising teachers to proceed to college is a very meagre one. From the Report of the Departmental Committee on the Pupil Teachers' System, it seems that in some cases County Councils have already given scholarships tenable by students in Training Colleges. We heartily agree with Mr. Oakeley when he says in his report that he cannot conceive a more admirable use of their funds.*

* In this connection it may be of interest to mention that a movement has just been started in Liverpool for commemorating the services of the late Miss A. P. Davies, who died last summer, after having been a member of the School Board for over eighteen years, by the formation of a fund for assisting, by way of loan, deserving young teachers whose means would not otherwise enable them to do so, to secure the benefit of a course of training. Following the example set by Miss Davies herself, as well as by several other benevolent individuals in the City, it is proposed to advance in suitable cases the amount required to secure the young teacher's entrance to college, and to expect the same to be repaid without interest to the fund by the teacher during the first three years after leaving college. The universal testimony of those who have hitherto afforded help in this way is that the money advanced is looked upon as a debt of honour, and is always repaid, except in the rare cases of death or permanent breakdown of health. Fully £1,000 has already been raised for this purpose, and it is estimated that this sum will enable the fund to assist in this way at least ten young teachers every year in perpetuity. The promoters of this scheme look upon this use of the fund as preferable to the foundation of scholarships—first, and principally, because it enables them to assist a much larger number of cases with the money at their disposal, but also because it secures that the assistance shall go to those only who need it, which would not be the case in regard to a scholarship thrown open to competition; while a scholarship conferred avowedly on the ground of poverty might expose the holder to invidious remarks, as well as possibly tend in some measure to pauperize him. These dangers, it is thought, will be avoided by the scheme in question, in the first place, because the transactions will not be known to the authorities or students of the Training College, and because the obligation of repayment will tend rather to foster than to undermine the sense of the duty of self-help.

Street-Trading by Children.

THE class of children committed to Certified Industrial Schools is largely recruited from those who have been engaged in street hawking. Statistics have been published by the School Board of one large town showing that fully 66 per cent. of the children brought before the Magistrates by the Board have been so engaged. It is not, of course, to be assumed that hawking had of necessity caused them to fall into bad ways —but all who have been engaged in dealing with Industrial School cases know that the streets form the worst possible school for children.

At the meeting of the Association of School Boards held in London on the 31st October, 1893, it was resolved, "That powers should be conferred upon Municipal Corporations and other police authorities in order that such employment (street hawking by children and young persons) shall be regulated by licenses granted by authority upon such conditions as shall lead to the discontinuance of this kind of employment at untimely hours of the night, and to the good conduct at all times of those engaged in street hawking."

At the last meeting of the Association (Dec. 16th, 1898), it was decided that the Executive Committee be instructed to further the efforts being made to obtain Parliamentary powers for dealing with the regulation of street hawking.

The evils arising from the presence upon the streets of children at all hours of the night engaged in selling newspapers, matches, and other articles, have long been recognised by the School Boards, and, to a certain extent have, in some towns, been dealt with by placing special Officers on duty in the streets during the evening in order to carry out the provisions of the "Prevention of Cruelty to Children Act, 1894."

Under the Sections of the Prevention of Cruelty Act, 1894, all street trading by children under the age of eleven years is an offence, and boys under fourteen and girls under sixteen must not be so engaged between the hours of 10.0 p.m. and 5.0 a.m. Admirable as these provisions are, they do not go far enough. What is urgently required is that whilst children of very tender years should be prohibited from selling at any time, all who are of a proper age to be so engaged should be licensed for this purpose, and that control should be placed in the hands of the police, who are always

on duty in the streets, whilst the School Board Officers cannot be so.

To ensure this, legislation is necessary. To the credit of Liverpool the Council of that City obtained legislation in the last session of Parliament. It is well to emphasize the fact that it is not sought that proposed legislation should interfere with street trading, all that is required is that it should be properly regulated in the interests of the public, and particularly in the interests of the children concerned.

This is a matter which seriously interests School Boards, as it affects school attendance, and concerns the moral welfare of a great number of children, especially in large towns.

Captain John W. Nott-Bower (Chief Constable of Liverpool) in evidence before a Select Committee of the House of Commons, stated in support of the Liverpool Bill (containing clauses dealing with street trading) on June 14th, 1898, that a large number of children were engaged in Liverpool in selling matches and newspapers, "using them as a cover for begging in many cases," the ages of these children running "from four or five up to fifteen or sixteen," quite one-half of them being girls. Speaking of the condition of these children, Captain Nott-Bower said, "They are very poorly clothed—half-naked a great number of them. To show you that they avail themselves of that want of proper clothing for gaining sympathy in selling their wares and getting alms, I may say that within the last three years the Liverpool Police Aid Clothing Association have had 10,500 children brought before them who were improperly clothed, and that it has been brought forcibly to the notice of the Association that these children will not be clothed. When found half-naked, and taken by the police to the Association to be clothed, they have refused to be clothed, and they have given as the reason that it would interfere with their trade."

Speaking of the effect of this description of life on the children engaged in it, Captain Nott-Bower said, "I think it both detrimental to the health, the education, and the morals of the children. I am sorry to say with regard to girls a very large number of them are very little better than young prostitutes, and a large proportion of them drift into prostitution later on."

Captain Nott-Bower said that the existing law was inadequate to deal with this state of things in Liverpool. With regard to the existing law, under the Industrial and Reformatory Schools Acts, a child can only be brought before a magistrate if it has been found begging or "wandering, or not having any home or place of abode, or proper guardianship, or visible means of subsistence,

or is found destitute either being an orphan, or having a surviving parent who is undergoing penal servitude or imprisonment, or that frequents the company of reputed thieves, or that is lodging, living, or residing with common or reputed prostitutes, or in a house resided in, or frequented by prostitutes for the purpose of prostitution." Captain Nott-Bower gave at length the reasons why the law was powerless to deal with the case of street children. Speaking of the advantages of the license system to the children, he said—"One of the first conditions imposed would be that the children would be properly clothed, and there would be no difficulty about that, because if a child is not in a position to provide clothes, the Police Aid Association* would be happy to provide clothing for the child. No children can be prevented, by the impossibility of getting clothes, from getting a license. At present they will not have the clothes, because they can command more sympathy without clothes." He thought that a system of badges would tend in itself to raise the *morale* of the children. The whole carrying out of the scheme would be subject to bye-laws sanctioned by a Government department. Captain Nott-Bower thought that the ages inserted in the Bill, viz., fourteen in the case of boys, and sixteen in the case of girls, to be reasonable. Also that it was desirable in the interests of the child that the magistrates should have power, if they are satisfied that the child was found trading without a license or in contravention of the conditions, and that it has no proper home, or that it would be to the interest of such child to be separated from its parents or guardians, to order the child to be committed to the custody of a relative or some other fit person named by the court, such relative or other person being willing to undertake such custody until it reaches the age of sixteen years, or for any shorter period, or to be sent to an industrial school. Captain Nott-Bower agreed that a bad home in too many cases has been the start of the child on its downward career. Summing up what he had said after his experience of seventeen years, the Chief Constable added—"The condition of affairs in Liverpool is a positive scandal. . . . I am constantly getting letters written in the strongest terms from strangers in Liverpool drawing my attention to the fact of the conduct of these children who are sent round at all hours of the night selling papers, half clothed, up to seven, eight, nine, and ten o'clock at night. It is really little short of a scandal, and powers are certainly needed, in Liverpool at all events, for the control of the

* This is a Voluntary Association in Liverpool, working in conjunction with the Police.

trade." Speaking of the powers sought with regard to the licenses, Captain Nott-Bower said, in reply to Mr. H. J. Wilson, M.P. (chairman of the committee): "The intention is to use the power almost entirely for the benefit of the children. The intention is to license all the children, and allow them to carry on the trade in such a manner that it should not be detrimental to their health, their education, or their morals." He referred to some cases of dreadful depravity of certain girls, and said that in such cases the license would certainly be withdrawn because they were not conducting their trade properly; but there was no intention of instituting a strict inquiry into the character of the children before granting the license, and, in reply to Sir Henry Bemrose, M.P. (a member of the committee), Captain Nott-Bower said the primary object was to get the children under control. Adverting to the fact that the "Prevention of Cruelty to Children Act, 1894," does not prohibit a child under eleven selling in the streets, but makes it an offence for a parent or person having the custody of a child to send out that child to beg in the first instance, or offering for profit anything for sale between ten in the evening and five in the morning, which are the prohibited hours, Captain Nott-Bower said that during the past three years the average number of children found in the streets and taken to a place of safety for either begging or selling during the prohibited hours has been 1,144 per year. Of that number he had only succeeded in proving sixty-six parents amenable under the "Prevention of Cruelty to Children Act."

The Watch Committee of the Manchester City Council have on many occasions during the past ten years had this question before them, and it is satisfactory to state that in an omnibus Bill promoted by the City Council, which will be brought before the House of Commons during the ensuing session, the powers which have already been obtained by Liverpool will be sought to be obtained by Manchester. The following report of Mr. R. Peacock, the Chief Constable of Manchester, gives valuable information of the evil as it exists in that city. The report is addressed to the Watch Committee:—

GENTLEMEN,— . . . . I respectfully report that I have made enquiries from the Superintendents in command of the four police divisions of the city, and, from the information supplied, I find there are over 1,000 boys and girls known to the police who hawk newspapers, etc., in the streets of the city.

There is not, in my opinion, the slightest doubt but that street hawking in the centre of the city and its associations has a great tendency to lead boys to become thieves, loafers, and idle and disorderly persons, and many instances can be given of boys becoming thieves who have been hawkers in

the public streets. On the other hand, there are a number of respectable working men known to the police who were previously street hawkers.

I am also of opinion that girls hawking in the streets are placed in great danger, especially at night, and that the practice is conducive to girls falling into degraded habits, and eventually becoming prostitutes.

In most cases, in the centre of the city inquired into for the purpose of this report, it was found that the parents benefited by the children going on the streets to hawk, and that they came from very desolate homes.

The above remarks do not apply to the out divisions of the city, for, on enquiry, it was ascertained that there were scarcely any girls hawking, and that boys in most cases came from respectable homes, and that their earnings went towards supplementing the income of the family, and was beneficially applied.

It is unnecessary for me to give you the particulars of the powers which are already in existence to deal with street children, for they have previously been printed and circulated amongst the members of the Committee, but if the police or any other body have to deal successfully with street hawkers, they will require powers similar to those embodied in the Liverpool Corporation Bill of 1898.

Below I give you certain typical instances which I have had verified.

I am, Gentlemen,
Your obedient servant,
R. PEACOCK,
Chief Constable.

A FEW HOMES WHERE STREET HAWKERS RESIDE.

Distinctive Letter.	Age. Years.	Article Sold.	Remarks.
A——	15	Studs	Father a jobbing blacksmith, and often gets drunk ; mother goes out cleaning, very steady woman, but poor ; boy brings home his earnings.
A——	12	Newspapers	Father dead ; mother a drunken woman ; boy brings home earnings, which he gives to his mother.
B——	10	Ditto	Parents very drunken people ; home dirty and neglected ; boy brings home earnings.
B——	18	—	Father out of work, and drunk when visited by the police.
B——	15	—	
B——	12	—	Boy earns 4s. ; father drunk when visited by the police.
B——	16	—	Boy earns 2s. ; father drunk when visited by the police.
C——	13	Matches	Parents very drunken people, and their whereabouts unknown ; girl now living with a friend.
C——	19	Newspapers	Father a drunkard ; mother a clean, respectable woman ; the boy's earnings are their only support.

Distinctive Letter.	Age. Years.	Article sold.	Remarks.
C——	14	Newspapers	Stepfather a labourer out of employment, and often gets drunk; mother in delicate health; boy brings home his earnings.
D——	18	Ditto	Parents reside at———; left home on his own account 18 months ago, and since lived by selling papers.
D——	10	Ditto	Father a porter, of drunken habits; dirty neglected home; and boy brings home earnings.
G——	12	Ditto	Parents reside at———— Boy left home on account of his parents' drunken habits, and neglecting to give him sufficient food.
G——	17	Ditto	Father a hawker, often gets drunk; mother also a hawker; they have five other children; boy brings home earnings; fairly clean home.
H——	16	Newspapers and Studs	Father dead; mother goes out washing and drinks a good deal; boy brings earnings home.
H——	15	Newspapers	Parents reside at————, and are both of drunken habits; boy left home in consequence, and gets support by selling papers.
H——	15	Ditto	Father a labourer, often out of work, takes drink; dirty home; boy brings home earnings.
K——	20	Ditto	Father in gaol for neglecting his family—a drunken and worthless fellow; home very clean; and boys go out to assist their mother.
K——	13	Ditto	
K——	14	Ditto	Father in work but takes drink; there are six other children; home very poor and neglected; boy brings home his earnings.
L——	14	—	Father out of work and appeared drunk when visited by the police.
L——	15	—	
L——	15	Studs	Mother dead, and father living with another woman in———; boy and younger brother reside with their grandmother, who is in receipt of parish relief; father sends very little money for their support, and boy sells studs to assist.
L——	18	Newspapers	Father a drunkard living in———, and son left home two years ago, and since supported himself by selling papers.

Distinctive Letter.	Age. Years.	Article sold.	Remarks.
M——	13	Newspapers	Father out of work; dirty and neglected home; very poor; boy brings earnings home.
N——	14	—	Lives with his aunt, who was drunk when visited.
N——	19	Newspapers	Parents reside in———, are very drunken people, and son left home on that account, and has since sold papers for support.
O——	12	Ditto	Father a steady man in regular work; mother a drunkard; there are five other children; home dirty and neglected; and boy sent out to earn what he can.
O——	13	Ditto	Father and mother drunkards; there are five other children; mother goes out washing occasionally; and girl sent out to earn what she can selling papers.
P——	11	Ditto	Father a labourer in regular work; mother a drunkard, and was drunk when visited by the police; home dirty and neglected; and boy sent out and brings home earnings.
P——	19	Ditto	Father a drunken and worthless man; mother a respectable woman, and has four other children: boy brings home earnings.
R——	14	Ditto	Father out of employment; sober parents, very poor; boy sent out to assist to support them.
S——	18	Ditto	Father dead; mother's whereabouts unknown, who is a drunkard; and son sells papers to support himself.
S——	20	—	Has been locked up for "stabbing."
S——	14	Matches	Father dead; mother goes out washing; home clean; boy has been in an industrial school, and now assaults his mother and spends the money he earns.
T——	18	Newspapers	Father a shoemaker; mother a drunkard; dirty home, and very poor. There are four other children, and son brings home what he can earn.
W——	15	Matches	Father in delicate health and drinks a deal; there are five other children; dirty and neglected home; and son brings home what he can earn.

In dealing with this matter we have thought it best, as far as possible, to put the case for further legislation in the words of those who have official experience. We do not know that anything further need be added to prove the urgency of the need which exists for the regulation of street trading by children. The following are the clauses in the Liverpool Corporation Act, 1898, now in force in that city :—

EXTRACT FROM LIVERPOOL CORPORATION ACT, 1898.

STREET TRADING.

Provisions as to children trading in streets.

31.—The following provisions shall have effect with reference to children trading in the streets, that is to say :—

(1) "Child" shall mean a boy under the age of fourteen years and a girl under the age of sixteen years :
"Trading in the streets" shall mean vending papers small wares and other articles in any street in the City :
"Place of safety" shall have the same meaning as in the Prevention of Cruelty to Childen Act 1894 :

(2) The Corporation may make regulations as to the conditions upon which licences authorising children to trade in the streets shall be granted continued suspended and revoked including conditions for the issue and wearing of badges and for the regulation of the conduct of children holding licences and of the hours during which the places where and the conditions under which they may trade in the streets and may by such regulations fix a pecuniary penalty for the breach or non-observance thereof not exceeding ten shillings for each offence recoverable on summary conviction. The regulations shall be subject to the approval of the Secretary of State and shall both before and after such approval is given be published in such manner as the Secretary of State may direct :

(3) Subject to such regulations the Corporation may grant a licence to any child authorising him to trade in the streets and after such day as may be fixed in the regulations or such later day (hereinafter referred to as "the appointed day") as may be fixed by the Secretary of State no child shall trade in the streets unless provided with a licence under this section :

(4) Any constable may take into custody without warrant any child found after the appointed day trading in the streets without a licence or in contravention of the conditions of his licence and may convey him to a place of safety and he may be there detained until he can be brought before a court of summary jurisdiction and that court may make such order as is mentioned in the next following sub-section :

(5) Where it appears to a court of summary jurisdiction that a child has been found trading in the streets without a licence or in contravention of the conditions of his licence the court may if satisfied on enquiry that it is expedient so to deal with him—

(*a*) Order that the child be taken out of the custody of the person purporting to have the custody charge or care of him and be committed to the custody of a relative of the child or some other fit person named by the Court (such relative or other person being willing to undertake such custody) until he reaches the age of sixteen years or for any shorter period and the provisions of section 7 and 8 of the Prevention of Cruelty to Children Act 1894 shall so far as applicable and with the necessary modifications apply as if the order had been made under that Act and the Court may of its own motion or on the application of any person by order renew vary and revoke any such order; or

(*b*) Order that the child if he be under the age of fourteen years be sent to an Industrial School and thereupon all the provisions of the Industrial Schools Acts shall apply as if the child had been so sent under those Acts.

(6) The Corporation may contribute the whole or part of the expense of the education and maintenance of any child dealt with under the preceding sub-section :

(7) Any person who having the custody charge or care of a child allows him after the appointed day to contravene the provisions of this section or any of the regulations made hereunder shall on summary conviction be liable to a fine not exceeding twenty shillings for each offence :

(8) Before the appointed day the Corporation shall satisfy a Secretary of State that suitable lodgings are available for occupation by so many of the children to be licenced under this section as shall appear necessary to him The Corporation may provide such lodgings themselves and may make provision for the management maintenance and regulation of such lodgings and the charges (if any) to be made for the use thereof and shall have and may exercise all powers necessary for securing discipline in such lodgings and the good conduct of the children therein and they may contribute to the expenses of any lodgings available for the purposes of this sub-section which are not provided by the Corporation themselves.

(9) The Corporation shall appoint such inspectors and other officers as they may deem necessary for the purpose of administering or assisting in the administration of the foregoing provisions and for the purpose of periodically visiting the houses of persons to whose custody any children have been committed under this section and lodgings mentioned in the preceding sub-section with the object of securing the proper treatment of such children.

(10) Any expense incurred by the Corporation in the execution of this section shall be defrayed out of the City Fund.

Education for the Deaf and Dumb.

AT the Burnley County Police Court, a case of considerable interest relative to the above matter was recently heard. This was an application by the Padiham Urban District Council to settle the amount, if any, to be contributed by Mr. F. W. Steele, a member of the Council, and a solicitor practising in Burnley and Padiham, towards the cost incurred by the Council under the Elementary Education Blind and Deaf Children Act, 1893, for the education of his daughter, Gertrude Alice, a deaf mute, at the Burnley School for deaf children. Mr. Roe Ryecroft, barrister, of Manchester (instructed by Messrs. Eastham, solicitors, Clitheroe), appeared for the Plaintiff Council; and Mr. Hodgson, barrister (instructed by Mr. Steele), appeared for the Defendant. Several representatives of the Council were also present.

Speaking on behalf of the Padiham Council, Mr. Ryecroft stated that prior to the Act of 1893, there was no obligation on the part of a parent having the misfortune to have a blind or deaf child, to send it to school at all, but there was an obligation upon parents having children in a normal condition to send them to school, and there was also an obligation on the school authority in the district where the child resided to provide school accommodation for such child; and in an Act passed in 1891, such child, if desired by the parent, could claim free education. He submitted that the Act of 1891 only applied to children in a normal condition, and not to blind or deaf children. In 1893 an Act was passed imposing upon the parent of a blind or deaf child the obligation to cause his child to receive education, and making it the duty of the school authority to establish or acquire a proper school for this instruction, or to contribute a proper sum towards such a school. If the school authority allowed this to go by default, the Department were empowered to make an order. In Padiham there was no suitable provision made, but in Burnley there was a certified school for the reception of blind and deaf children. The Education Department had ordered the Padiham Council to pay to the Burnley Deaf School the sum of £12 10s. 0d. annually towards the expenses of Mr. Steele's child while at the school, and the Council now sought to make Mr. Steele liable for this amount.

Mr. Hodgson, for the defence, said the question involved was one of principle. Mr. Steele contended that every deaf and blind

child was entitled to free education within the meaning of the 1893 Act, and that there could be no charge made for tuition.

The Bench decided that Mr. Steele was liable only for the expense incurred by his child in travelling to and from school, and that the tuition must be free.

(*The Bench were asked to state a case.*)

Government Publications.

The following have been issued during the past month:—

Education Department.—Return of

I. Associations constituted under the Voluntary Schools Act, 1897.

II. Associated Schools and amounts of Aid Grant paid.

III. Unassociated Schools and amounts of Aid Grant paid. [C. 9,092. Price 8½d.]

The Return gives the Voluntary Schools Act, 1897; the Minute of the Committee of Council on Education, dated 9th of April, 1897 (as to constitution of Associations), and the Minute dated 16th of June, 1897, determining which are Town and which are Country Schools, and deciding that in the first named the amount of Aid Grant shall be 5s. 9d., and in the case of the second 3s. 3d. per scholar. Then follow the lists of Schools falling under the categories set forth above.

Education Department.—Special Reports on Educational Subjects, 1897-8. Vols. II. and III. [Price 6s. 2d. each.]

These Volumes are the second and third volumes of the series, issued by the Office for Special Inquiries and Reports, dealing with the educational systems of this and other countries. They contain much information, which is varied in character, and of extreme value to students of educational subjects. We propose, in the future, to deal in detail with some of the articles.

School Attendance Certificates

[AND NOTICES AS TO CONDITIONS OF EXEMPTION].

The following letter has recently been addressed by the Education Department to the Royston School Board:—

"SIR,—I am directed to state that the attention of my Lords has been called by H.M. Inspector to the form of 'School attendance certificate,' issued by the School Board for the purposes of Section 24 (5) of the Elementary Education Act, 1873. I am to point out that the phrase 'Standard passed' is liable to misconstruction for the purpose in question, unless it is made quite clear that it means the Standard which H.M. Inspector has certified the child to have 'reached.' I am to suggest that the certificate as to having 'reached' a Standard should be in the following form:—

"'I also certify that A. B. has been certified by one of Her Majesty's Inspectors of Schools to have reached the —— Standard.'

"I am to point out that to 'reach' a Standard, a child must be individually examined in reading, writing, and arithmetic, in that or a higher Standard, and must pass in each of those subjects.

"The form of attendance and proficiency certificate given under Section 24 (5) of the Elementary Education Act, 1873, should not state the *age* of the child, as that is not a fact which the teacher is empowered to state in a certificate given under that Section.

"If the teacher is unable to give any certificate as to the Standard which H.M. Inspector has certified the child to have 'reached,' the part of the certificate form which relates to that matter should be crossed out, as Section 24 (5) of the Elementary Education Act, 1873, does not empower the teacher to certify that a child has *not* been certified by H.M. Inspector to have reached any Standard.

"The Inspector has also sent a copy of the printed form issued by your Board, giving notice to parents that no child under thirteen years of age may leave school, unless it satisfies certain conditions. I am to point out that the Standard of previous due attendance at school for the purpose of a certificate under the Elementary Education Act, 1876 (Schedule I.), enabling a child to be employed, viz:—250 attendances after five years of age, in not more than two certified efficient schools, during each year for five years, whether consecutive or not, does not apply to a child under thirteen years of age. The school attendance of such child is regulated by the Bye-Laws, which

contain no provision for the exemption of a child on account of previous attendance. The certificates mentioned in Schedule I. of the Elementary Education Act, 1876, apply to children between thirteen and fourteen years of age. (See Section 48 of the Act.) The terms of the printed notice of your Board appear to require correction accordingly.

"I am also to point out that all certificates given for the purposes of the Elementary Education Act, 1876, should be given in the forms shewn in the Schedules to the enclosed revised instructions of the 28th February, 1898.

"I have the honour to be, Sir,

"Your obedient servant,

"J. W. STEPHENSON.

"B. K. Gill, Esq.,
"Clerk to the School Board,
"Royston, Barnsley."

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THE

SCHOOL BOARD GAZETTE.

VOL. I. FEBRUARY, 1899. NO. 2.

The Education of Mentally-Deficient Children.

"That with regard to feeble-minded children they should be separated from ordinary scholars in public elementary schools in order that they may receive special instruction." [Recommendation of "*The Royal Commission on the Blind, Deaf, and Other Classes requiring exceptional modes of Education*, 1889."]

I.—HISTORY. II.—DEFECTIVE CHILDREN. III.—SCHOOL PROVISION BY SCHOOL BOARDS. IV.—SELECTION OF CHILDREN. V.—SCHOOL AGE. VI.—METHODS OF INSTRUCTION. VII.—THE TEACHERS. VIII.—SUPPLY OF ACCOMMODATION, BUILDINGS, FURNITURE, AND APPARATUS. IX.—COST OF INSTRUCTION. X.—LEGISLATION. XI.—CONCLUSION. XII.—APPENDIX.—NOTES ON THE WORK OF THE SPECIAL SCHOOL FOR AFFLICTED CHILDREN AT BRIGHTON.

I.—HISTORY.

IN the year the Queen came to the throne, it occurred to a French medical man (Édouard Séguin) to attempt to improve the mental and physical condition of feeble-minded children. He began with one child, and, after five years' further study and experience, in 1842 he took charge of the education of the idiot children of the Bicêtre. About the same time similar work was undertaken by medical men in Germany and Switzerland. Dr. Shuttleworth, in his valuable work on *Mentally-*

deficient Children, tells us of the "curious coincidence that almost simultaneously in France, Switzerland, and Germany, independent efforts were inaugurated for the benefit of the mentally-defective class; and the year 1842 must be looked upon as an epoch memorable in this matter. Although Séguin is entitled to the credit of priority, he himself modestly avers that 'at certain times and eras, the whole race of man as regards the discovery of truth, seems to arrive at once at a certain point, so that it is hard to say who is the discoverer.'"

In England and the United States, as well as in Denmark and other countries in Europe, measures were taken to further the education of afflicted children. These measures dealt mainly however with those who were idiots or clearly imbecile. Within the past fifteen years the attention of the public has been drawn to a class whose mental defects cannot be so clearly defined, but who, being of feeble mind, are unable to hold their own in the ordinary primary school—even were it possible to provide there for them the kind of instruction they require.

In 1888 the British Medical Association appointed a committee to study school children as to their mental and physical status, and with others, Dr. Francis Warner examined 100,000 children individually in different parts of the country, and reported thereon. The children were divided by Dr. Warner into different groups, and we are told that of those seen, sixteen per thousand required special care and attention. As far back as 1884, at the Social Science Congress, Dr. Warner advocated classes for special instruction.

In 1889 the Royal Commission appointed to consider the cases of blind, deaf, and other classes requiring exceptional modes of education, recommended that feeble-minded children should be separated from ordinary scholars in public elementary schools in order that they may receive special instruction. In March, 1891, the London School Board considered this recommendation, and resolved "that special schools for those children who, by reason of physical or mental defect, cannot be properly taught in the ordinary standards, or by ordinary methods, be established, and that the schools be designated 'Schools for special Instruction.' That a sufficient number of rooms be provided at each school for special instruction, so as to enable the children to be properly classified, in order to meet their individual capacity for mental development, so that they may eventually be enabled to assume their places in the ordinary schools." Other recommendations followed dealing with the teaching and method of selection of the cases of such children, which will be dealt with in their

proper places in this paper. In 1894 the London School Board urged that legislation should be obtained to enable school authorities to provide special means of education for defective children similar to the means provided for blind and deaf children by "The Elementary Education (Blind and Deaf Children) Act, 1893."

In March, 1895, the Education Department addressed circular letters to Her Majesty's Inspectors of Schools, and to some of the principal School Boards, "inviting their views as to the suggested extension of the Blind and Deaf Children Act to defective and epileptic children"; but the replies, while they showed that attention was being directed towards the subject, did not afford a sufficiently clear basis for further action on the part of the Department.

In 1896, further representations asking for legislation were addressed to the Education Department by persons interested in the subject of feeble-minded children in connection with the Education Bill then before the House of Commons. In December, 1896, a Departmental Committee was appointed by the Lord President, "to inquire into the existing systems for the education of feeble-minded and defective children not under the charge of guardians, and not idiots or imbeciles, and to advise as to any changes, either with or without legislation, that may be desirable. To report particularly upon the best practical means for discriminating on the one hand, between the educable and non-educable classes of feeble-minded and defective children, and on the other hand between those children who may properly be taught in ordinary elementary schools by ordinary methods, and those who should be taught in special schools. To inquire and report as to the provision of suitable elementary education for epileptic children, and to advise as to any changes that may be desirable.

The Departmental Committee held twenty-eight meetings and examined forty-six witnesses. Their report was dated 7th January, 1898, and the following is a summary of their recommendations:—

> (1) *Legislation* to be obtained making due provision for the education of defective and epileptic children in day classes, or in homes where board and lodging are provided. The school authority having full powers conferred on them for the provision and maintenance of such classes or homes. The full text of the measure recommended by the Departmental Committee is given on page 97, under the heading Legislation.

(2) *Action of the Education Department in dealing with this matter.*—It is recommended that minutes be adopted as to the arrangements, approved by the Department, for deciding what children are defective or epileptic, for the certifying of special classes, the boarding out of defective children, the certifying of homes for (*a*) defective and (*b*) epileptic children, the scale of grants, if any, to be offered for such classes and homes and for special provision in ordinary schools for defective children. The Education Department is recommended to consider whether they should appoint a medical adviser for these matters, and also for the inspection of homes and classes. The recommendation to the Education Department further includes the question of the issue of instructions to Her Majesty's Inspectors. The duties of these inspectors are dealt with, and also the duties of the school authorities and managers of schools. It is recommended that the managers of ordinary schools should be required to report to the school authority any cases necessary to be dealt with. The miscellaneous recommendations deal with the examinations to be held by the school authority, relative to the mode of admission to different institutions, and also refer to the question of special grants.

II.—Defective Children.

The Departmental Committee have been at some pains in their report to define what is meant by "defective children." It is stated as assumed in the terms of the reference to the Committee, "that children exist, who, on the one hand, are too feeble-minded to be properly taught in ordinary elementary schools by ordinary methods, and on the other hand are not so feeble-minded as to be imbecile or idiotic. With this assumption we are in entire agreement. From the normal child down to the lowest idiot, there are all degrees of deficiency of mental power; and it is only a difference of degree which distinguishes the feeble-minded children, referred to in our inquiry, on the one side, from the backward children which are found in every ordinary school, and on the other side from the children who are too deficient to receive proper benefit from any teaching which the school authorities can give. The great majority of the 1,300 children whom we have seen in special classes have been tried in the ordinary schools, and have been shown to be incapable of

receiving any proper benefit from the instruction, having for the most part learned little or nothing beyond certain habits of discipline. On the other hand, these children show themselves as capable of receiving considerable benefit from the individual attention and the special instruction given in the special classes. *By the age of* 13 *or* 14 *they may sometimes arrive at a stage of elementary instruction equal to that attained by ordinary children of eight or nine years of age, and they often shew themselves capable of being trained in some manual occupation. Thus there is a fair prospect that, with favourable surroundings, they may take their place in the world, and may not become inmates of workhouses, asylums, or prisons.*

"Though the difference of mental powers is one of degree only, the difference of treatment which is required is such as to make these children, for practical purposes, a distinct class. Public feeling would revolt, and rightly, against the permanent detention of these educable children in institutions, and therefore it is better that they should not be sent to institutions during their childhood, but should become familiar with the world in which they will have to live, and should, if possible, by individual teaching and suitable training, be put in the way of making their living. They would obviously take harm from association with low-grade imbeciles, and ought to associate with ordinary children as much as is consistent with their receiving the special and individual care and training which they require. Feeble-minded children should therefore be considered a distinct class from those imbeciles whose mental deficiency is such that their seclusion for life in institutions is highly to be desired in the interests of society, as well as in their own. The treatment of low-grade imbecile children requires to be directed, not towards enabling them to take their place in the world, but towards making them as happy as their affliction permits. They do not suffer from association with other imbeciles, and the individual teaching which is required for feeble-minded children would be wasted on them."

"Thus the feeble-minded referred to in our enquiry exist as a distinct class from imbeciles; . . . they are not provided for as imbeciles; they are not classified as imbeciles by most scientific authorities; and they differ both from ordinary children and from imbeciles in the treatment they require during their school-life." (*Report of Departmental Committee on Defective and Epileptic Children, pp.* 4, 5.)

The foregoing extracts from the Report put in clear and forcible language the description of these afflicted children, whose

case is sought to be met by day classes now being carried on by the School Boards of London, Brighton, Birmingham, Bradford, Bristol, Leicester, Nottingham, and Plymouth. This provision, which is entirely by means of day classes, we shall now proceed to describe. The action of these Boards has been so far recognised by the Education Department that the special classes or schools are visited by Her Majesty's Inspectors, and grants at the rate paid for infants are allowed. Loans are also approved for the erection of special schools.

III.—School Provision by School Boards.

The London School Board, at the date of the last Report of the School Management Committee, Lady Day, 1898, had thirty-two centres for the instruction of physically or mentally defective children. When the special schools were established in 1891 in London, they were placed under the supervision of Mrs. Burgwin,* to whom is largely due the success which has hitherto attended the work.

The following was the attendance last year:—

Average number on Roll, 1,232. Average attendance, 873.

At different centres the numbers on the roll varied from 18 to 86, and the average attendance from 11 to 63.

There were 60 teachers, all women, and their salaries ranged from £100 to £140 per annum each. Mrs. Burgwin, in her last report, speaking of the supply of accommodation in London, says, after referring to the number of centres: "Though this shows increased accommodation as compared with previous years, the supply by no means meets the demand, in fact, large areas remain untouched, and if the system is to be thoroughly worked, a systematic attempt must be made to provide sufficient accommodation in all the School Board divisions. When this is accomplished, many children, who are now unable to obtain a place on the school roll, will be able to receive instruction according to their right."

At Brighton there has recently been erected by the Board a complete and well-arranged school for afflicted children. It consists of a hall and two class-rooms on ground floor, with

* Mrs. Burgwin was a member of the Departmental Committee, and by her questions to witnesses elicited a great deal of valuable information. It cannot but be a matter of regret to all who read the evidence given before the Committee that Mrs. Burgwin was not a witness.

room for teachers, and cloak-rooms for boys and girls, accommodation being provided for eighty children. In the other towns where centres have been provided for such cases the rooms are part of an ordinary school, rooms being set apart for the instruction of the defective children; separate entrances, cloak-rooms, and playgrounds being provided. At Birmingham there are two centres—one at Benson Street for twenty-one pupils, and one at Mosley Road for eighteen. At Bradford there are five centres, and provision for 117 children. At Bristol there are two centres—one for twenty-seven, and one for twenty children; with another projected for twenty more. There is one special class at Leicester of twelve children, conducted by the Board; and there are special classes at Nottingham, and the School Board expresses satisfaction with the results. At Plymouth classes were projected at the time the Report was issued.

IV.—Selection of Children.

Dr. Shuttleworth very well remarks that in the work of Special Instruction for feeble-minded children the doctor and teacher should work together. The mode of selection recommended by the Departmental Committee is, that the Head Teachers shall be required to submit the names of children who, being in their charge and over seven years of age, are in their opinion fit for special classes rather than ordinary schools.* In each case one person only should be held responsible for making the nomination, and such person should be personally familiar with the child, and able from first-hand knowledge to give an account of the child's capacity and peculiarities. In London the following form is used by the teacher:—

Form A.—To be filled up by the teacher of Ordinary School sending child to be examined with a view to admission to Special Class.

1.—Name of child and address.
2.—Age.
3.—How long has the child attended school?
4.—What is the appearance of the child—stupid or bright?
5.—Is the child (1) obedient; (2) mischievous; (3) spiteful?
6.—Are the habits of the child correct and cleanly?
7.—Are the propensities of the child peculiar or dangerous?

* Many feeble-minded children are not at school at all, or are in attendance at private adventure schools. With regard to these, much valuable information may be obtained from School Board Visitors or from the authorities of hospitals for children.

8.—What is the mental capacity of the child?

(1) Observation.
(2) Imitation.
(3) Attention.
(4) Memory.
(5) Reading.
(6) Writing.
(7) Calculation.
(8) Colour.
(9) Special tastes.

9.—Is the child affectionate or otherwise?

10.—Has the child any moral sense?

11.—Have you any other information bearing on the case?

12.—Has the child been in regular attendance, if not, state why?

Signed
School
Department
Date

N.B.—In filling up this form avoid general terms such as "fair," "moderate," &c., and say in the simplest terms what the scholar can do.

The Departmental Committee say it is important that this form should be well filled up, as a guarantee that the teacher presenting the child is properly acquainted with these points, and can show *prima facie* justification for the selection of the child. Many witnesses before the Committee laid great stress upon the necessity of a medical examination of the children before being admitted to Special Classes, and the Committee state that "the examination of the children by a medical officer should be a necessary condition of the recognition of the classes by the Department." Hence, three elements are necessary, the opinion of the teacher, the life history of the child, and the medical examination. Opportunities are, however, to be given to the parent to be present at the examination of the child before the admission to the class. In fact, too great stress cannot be laid upon the fact that the good will of the parents must be obtained. The Committee state, "In the majority of cases parents are willing to send their children to the Special Classes if they clearly see that it will be for their benefit; but, at the same time, a certain prejudice exists against the classes, which are popularly known as the 'silly schools,' and this prejudice, though it tends to disappear, must still be reckoned with. Probably the personal explanation will come best from the teacher of the school which the child has been attending, for such teacher has often the confidence of the parents; but, failing this, it will be well that the parent should be personally approached by some other visitor. The Education Department

recently ordered that in London these examinations, which are held at fixed periods, should also be attended by H.M.'s Inspectors." . . . . "There are, therefore, four persons who should be present at the examination of the children with the view of their admission to the Special Classes, namely, the teacher of the school where the child has attended, the medical officer of the school authority, H.M.'s Inspector, and the teacher of the Special Classes; and a fifth, namely, the parent should be given an opportunity of being present." . . . The form of recommendation by the Medical Officer should be as follows:—

> "'I certify that A.B., not being imbecile, is, by reason of (1) physical or (2) mental defect, incapable of receiving proper benefit from the instruction in ordinary schools, but capable of receiving benefit from instruction in Special Classes.'"
>
> If the certificate is based upon physical defect, the precise nature of the physical defect should be stated.

It may be stated generally that the form filled up by the teacher of the first school attended by the child should be copied into a record book kept at the Special Classes, the medical officer at the time of the examination of the child should also make a record as to the facts observed, and this should also be copied into the same record book, and should be of assistance in guiding the teacher of the Special Class. It is desirable that the records should be uniform for statistical purposes, and also to facilitate inspection Such evidence is, of course, of great value to support the decision in cases of appeal. With regard to the record of family history, the Committee subjoin the form drawn up exactly as it is in use in London. The information can be obtained from the parents at the examination of the child, but failing this, the form may be filled up by the teacher of the Special Class within six months of the date of the admission of the child. The following is a copy of the form:—

Form B.—Particulars of family history of child admitted to Special Class.

1.—What is the bodily and mental condition of the parents?
2.—Are they temperate or otherwise?
3.—Family history:—

(Living) present age.	Present state of health.	Age at date of death.	Cause of death.	Year of death.
Father, alive, aged		Father, died, aged		
Mother, alive, aged		Mother, died, aged		
Brothers, alive, aged		Brothers, died, aged		
Brothers, alive, aged		Brothers, died, aged		
Brothers, alive, aged		Brothers, died, aged		
Brothers, alive, aged		Brothers, died, aged		
Sisters, alive, aged		Sisters, died, aged		
Sisters, alive, aged		Sisters, died, aged		
Sisters, alive, aged		Sisters, died, aged		
Sisters, alive, aged		Sisters, died, aged		

4.—Has any near relative, dead or living, suffered from insanity, fits, consumption, scrofula, or any other hereditary disease?
5.—When was the mental deficiency of the child first observed?
6.—To what cause is this mental deficiency attributed?
7.—Is the child subject to epileptic or other fits?
8.—From what illness has the child suffered?
9.—Has the child received any special treatment? If so, where?
10.—Is the child improving or otherwise?
11.—When did the child commence to walk?
12.—When did the child commence to talk?

Name and address of person giving the above information.

Date

Uniform records of the child's progress in the Special Class should be kept. A book of forms to contain this information should be supplied to each centre. The following form is suggested by the Committee:—

Form G.—Particulars as to progress of child in Special Class.

Name of school
Name of scholar
Date of birth
Date of admission to Special School

	Proficiency in				Your opinion as to			Number of attendances at Special School.
	Reading.	Writing.	Number.	Hand Work.	General Intelligence, Knowledge of Form, Colour, &c.	Character and Conduct.	Health.	
At time of admission.								——
6 months after admission.								For 1st six months.
1 year after admission.								For 2nd six months.
1½ years after admission.								For 3rd six months.
2 years after admission.								For 4th six months.
2½ years after admission.								For 5th six months.
3 years after admission.								For 6th six months.
3½ years after admission.								For 7th six months.
4 years after admission.								For 8th six months.
4½ years after admission.								For 9th six months.
5 years after admission.								For 10th six months.

N.B.—In filling up this sheet, avoid, as far as possible, general terms such as "very fair," "moderate," &c., but say in the simplest words possible what the scholar can do.

Signed, Teacher of Class.

It should be a rule that the children should be regularly examined by the medical officer at least every twelve months, or more frequently if necessary.

V.—School Age.

The Committee recommend that children should not be admitted at an earlier age than seven. As to the time of retention in the Special Classes, the Committee think that where

necessary children may be kept unt ourteen, and their retention until the age of sixteen should depend upon the decision of the managers made upon the advice of the medical officer, and should be conditional upon the arrangements being suitable for older children.

VI.—Methods of Instruction.

School Hours.—The hours of instruction are from four and a half to five per day. In London the instruction takes place during five hours a day for five days a week, half-an-hour out of the five hours being devoted to recreation. The Departmental Committee deprecate prolonged hours of instruction. They recommend a school session of not more than two and a half hours in the morning and two hours in the afternoon, with an interval between of at least one and a half hours ; the minimum time for a school meeting for purposes of grant to be one and a half hours.

Time Table.—Lessons vary in length from fifteen minutes' duration at Leicester to twenty-five and thirty minutes in London. The Committee think that thirty minutes should not be exceeded, except in the case of varied occupation. Brain work to alternate with manual work ; the more difficult brain work to be taken in the morning, and short physical exercises to come between all the lessons, such exercises to come within the time allowed by the time-table for the lessons ; complete freedom to be allowed to deviate from time-table for good reasons, to be recorded in log book (such as atmospheric disturbances, which have a decided effect on feeble-minded children).

The following is a London time-table, showing analysis of a week's lessons :—

	Hours.	Minutes.
Scripture	3	5
Numbers	2	—
Singing	2	15
Play	2	30
Object lessons	2	—
Writing	1	30
Reading	2	30
Occupation	5	—
Recitation	—	30
Drawing	1	—
Conversational lessons	—	30
Total for week of five days	22 hrs.	50 mins.

It is recommended by the Committee that not less than six hours be given to manual instruction. Subject to this, they consider the London time-table a good one. It may be noted that some of the witnesses thought a longer time should be given to manual instruction, Dr. Kerr (of Bradford) recommending ten or twelve hours out of twenty-five, and Dr. Walmsley (of the Darenth Schools for Imbecile Children) would give half the whole time. On the other hand, Dr. Harris thinks that for younger children the time given to hand-work at present is sufficient.

Elementary Instruction.—The Committee do not desire to see reading, writing, and arithmetic neglected.

Manual Instruction for younger children. — Kinder-garten occupations are recommended preparatory to definite manual instruction, whose object should be the teaching of employment to children so as to prepare them to earn wages at the age of sixteen. The provision of manual instruction in the school to be considered compulsory.

Here is a list of forms of manual instruction in use for younger children:—At Bradford, knitting, building with little wooden cubes, clay modelling, colour work; at Brighton and Bristol, kindergarten; at Birmingham, clay modelling, macramé, colour work (the occupation being changed every three months); at the Hugh Myddelton School (London), bead threading and colours, pricking outlines, macramé work, clay modelling and painting, paper designs and colouring. At Darenth the first forms of manual instruction for imbeciles are threading reels, grasping and holding balls, putting small nails into holes, fitting pins into pin-cushions, clay modelling, knotting and looping, colouring, paper folding, basket making, and mat making. Frequent change and considerable freedom of choice for the children are recommended.

Manual Instruction for older boys.—Woodwork appears to be the favourite form of manual instruction. Some basket weaving is done at one of the London centres. Other occupations are suggested, such as mat making, mattress making, tailoring, shoemaking, farm work and gardening (where possible), cane-seating, wood carving, brush making.

The Committee approve of these, and recommend six hours a day manual work for every boy, the instruction to be given off the premises, *i.e.*, in manual training centres where possible —the feeble-minded to be taught by themselves, not mixed with those who are not so afflicted—and no class to exceed eight pupils.

Manual Instruction for older girls.—Needlework is always taught; cookery and laundry work are, of the other subjects, most frequently taken. Miss H. M. Deane, who inspects Cookery and Laundry Classes for the Education Department, has drawn up a memorandum regarding the amount of work suitable for children in these Special Schools. The following are the main features of Miss Deane's suggestions:—

(*a*) *Demonstration, Cookery, and Laundry Work.*—Should be from half an hour to one hour, according to the capacity of children under instruction.
(*b*) *Length of Course.*—For Cookery and Laundry Work should be double that provided for ordinary girls; constant and varied repetition necessary.
(*c*) *Cookery Course.*—One dish only to be taught and practised at each lesson. Simple theory work only required, *i.e.*, choice of material, cost, and object lessons on fish, vegetables, flour, &c. No attempt should be made to discuss questions of dietary value, chemistry of food, &c.
(*d*) *Laundry Work.*—Should be a fairly simple Course.
(*e*) *Numbers in Classes.*—Cookery, eight girls; Laundry Work, six girls, are sufficient numbers to be taken in Courses.

As to the necessity for manual instruction for older girls the Departmental Committee recommend:—

1. That it should be given for not less than six hours each week, of which not more than two shall be devoted to needlework.

2. That such instruction shall be, where possible, cookery for two hours a week and laundry work for two hours a week. Other forms of manual instruction, such as practical housewifery and machine sewing, etc., with other kinds of manual instruction approved by the Department, shall be permitted.

3. That this instruction may be given off the premises.

4. That in no case shall feeble-minded children be taught with children not feeble-minded, and that no class shall exceed eight for cookery and six for laundry work.

Physical Exercises.—It is generally laid down that the physical exercises taken must be suitable for the character of the children, who, too frequently, in addition to having defects of mind, also suffer from physical defects. In addition to the ordinary exercises, which should be of a modified character, particularly as to weight of dumb bells, etc., games of all kinds are most valuable. Mrs. Burgwin recommends rope quoits and games with balls, etc., in fact, anything which is likely to develop quickness of attention and lead to the development of the muscles of the body. In her last report to the London School Board, Mrs. Burgwin, speaking of London, says,

"There is urgent need for a supply of materials for 'games' in the playground, which is a bare asphalt patch, upon which the school-keeper keeps a keen eye lest an active youngster tries to make a slight indentation so that his marble may be the stationery 'castle' which his comrades are eager to knock down. The playground should be as much a place of instruction as the school-room, for here the teacher will probably learn more of the character of her pupil in one hour than she will in many weeks in the class-room. Picture books, puzzles, dolls, etc., are wanted for the wet days when play must be undertaken with difficulty in the class-rooms. Suitable drawers, with separate compartments for 'dry goods,' so that calculation might be taught by means of 'keeping shop' would considerably lighten the heavy task of trying to teach this subject in the abstract."

Instruction.—Speaking generally of the kind of instruction needed, Mrs. Burgwin says, "The teacher must present her instruction suited to the capacity of her pupils, so that she may draw from each an answer showing that she has stimulated the meanest intelligence to some degree of mental activity, and this is lost if the few bright children are allowed to take the lead. Every teacher has to guard against the fault of 'taking for granted' that the child knows 'such a simple thing as that,' hence the necessity for maintaining a high standard of intelligence in the teachers appointed, as skill, patience, and originality are essentials if the work is to be well done. Much time is spent upon articulation and expression both in reading and speaking, and great pains are taken to give suitable illustrations of common objects, either by diagrams, models, or drawings on the blackboard with coloured chalks."

Size of Classes.—The classes, which at existing centres are almost invariably mixed and generally are for children over seven years of age, should, as a rule, consist of not more than twenty pupils on the rolls to each teacher. This must, however, be the maximum number, and some classes will have to be much smaller if proper instruction is to be given. It must always be remembered that the instruction must be individual, and that simultaneous methods of instruction are useless.

VII.—The Teachers.

At most centres, certificated teachers are employed. Those who have been chosen generally are infants' school mistresses, with a knowledge of kindergarten work, and who have for some time attended special classes in order to learn the routine pursued. Only

women are employed. At the present time there is no system of training for teachers, but witnesses before the Departmental Committee expressed the opinion that it is desirable. It will doubtless be found, however, in the large towns where these centres are adopted, that the Boards have in their employment certain women teachers particularly adapted for this kind of work. The salaries paid to teachers in the London centres vary from £100 to £140 per annum.

VIII.—Supply of Accommodation, Buildings, Furniture and Apparatus.

From the enquiries of the Departmental Committee, it has been found that about one per cent. of the children of the public elementary school class appear to be feeble-minded. The percentage varies in different towns, but one per cent. may be taken as the average.

At London and Brighton, special premises have been built for the instruction of these afflicted children. On the whole, it would appear that separate provision is desirable, and that small schools should be erected for the reception of feeble-minded children. These schools should be placed if possible within the precincts of ordinary schools, but should have their own playgrounds and separate entrances. The rooms should be on the ground floor of the buildings, and consist of a well lighted and cheerfully decorated central hall, with class-rooms, lavatories, cloak-rooms, and teachers' rooms conveniently arranged. The class-rooms should have direct access to the central hall. It would be well to provide in a well-appointed centre, two separate bath rooms, and in each there might well be supplied, in addition to the single baths, a shallow bath in which those children who have not sufficient confidence might be allowed to splash about; always, of course, under careful supervision. It should be noted, however, that many children of this class seem to have a great fear of water—a fear which may be with care wisely overcome.

The Departmental Committee recommend that double the ordinary amount of space should be allowed for feeble-minded children—that is, twenty superficial feet of area for each child; and that no room should be less than twelve feet high. Each class-room should be large enough for twenty children at this rate of accommodation.

Dual desks are generally the kind used, but single desks are recommended by many authorities and by the Departmental Committee, the desks to be of suitable size for the convenience of children. On the walls of the central hall and class-rooms there should be a liberal supply of pictures.

It would also be well to let into the dado a mirror, in which a child may see himself from head to foot. A piano is a necessity for drill purposes, and, as already stated, there should be plenty of apparatus for games of ball, battledore, rope quoits, skittles, etc.

It is recommended by the Departmental Committee that the Education Department should allow school authorities to incur expenditure in the cost of buildings to a limit of £20 per head.

IX.—Cost of Instruction.

The expense of conducting these classes is, of course, much higher than that of ordinary public elementary schools. Five years ago the London School Board represented to the Education Department the necessity for increased grants. At present the Education Department only allow the infant school rate of grant, plus the fee grant, at the most 27s. 0d. per child per annum. It is thought by those who have had experience in the matter that the same grants should be allowed as in the case of blind and deaf children, that is, £5 5s. per child. A recent memorial of the London School Board on the subject states that the cost of instruction in London is on the average about £9 for each child per annum.

X.—Legislation.

The Departmental Committee recommend that legislation should be obtained for the instruction of feeble-minded children, and that it should be to the following effect :—

(1) It shall be the duty of every School Authority to make such arrangements as the Education Department may approve for deciding (*a*) what children resident in their district, not being imbecile, are, by reason of mental or physical defect, incapable of receiving proper benefit from the instruction in ordinary schools. (*b*) What children are unfit, by reason of severe epilepsy, to attend the ordinary schools. (Such children are hereinafter termed respectively defective and epileptic.)

(2) It shall be the duty of the parent of any child who may be required by the School Authority to be examined for this purpose, to cause the child to attend such examination.

(3) It shall be the duty of every School Authority to make for defective and epileptic children resident in their district, for whose elementary education efficient and suitable

provision is not otherwise made, such special provision as is in the opinion of the Education Department necessary.

(4) Such provision may be made in the case of defective children :—

(*a*) By means of day classes certified for the time being by the Education Department as Special Classes ;

or,

(*b*) By boarding-out, subject to regulations of the Education Department, in a home conveniently near to a Special Class ;

or,

(*c*) By a home for defective children certified by the Education Department, and (in the case of epileptic children),

(*d*) By a home for epileptic children, certified by the Education Department.

(5) Every School Authority shall be empowered either to establish or acquire, and to maintain, certified homes for defective and epileptic children, or to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment, or enlargement, or alteration, and towards the maintenance of certified homes.

(6) The School Authorities shall be the same as those constituted under Section 4* of the Blind and Deaf Children Act, and shall have the same powers as are defined in Section 5 of that Act, and may be required by the Education Department to contribute to other School Authorities in respect of children resident in their district, but attending Special Classes or certified homes in another district, the proportionate cost of provision and maintenance of such Special Classes or homes.

(7) It shall be the duty of the School Authorities to provide guides or conveyance, either to ordinary schools or Special Classes for children who should attend such schools or classes, but are unable to do so without guides or conveyance.

* "The School Authority" for the purposes of this Act shall be :—

(*a*) For an area under a School Board, the School Board.

(*b*) For an area not under a School Board, any District Council established for the Local Government of the district comprising that area under an Act of the present or any future Session of Parliament, acting through a committee of that Council appointed for educational purposes, and until such a Council is established, the Board of Guardians, or Borough Council, or Urban Sanitary Authority, appointing a School Attendance Committee for the area, acting through that Committee. (Elementary Education (Blind and Deaf Children) Act, 1893).

(8) The duties of School Authorities shall not extend to children who are in the charge of Guardians.

(9) Guardians shall contribute to School Authorities the proportionate cost of provision and maintenance of any Special Classes attended by children in their charge.

(10) For defective children over seven years of age, in places where Special Classes are within reach of a child's home (including cases where a guide or conveyance is necessary), a parent's duty to cause his child to be educated shall be extended to causing it to attend such classes; and for epileptic children over seven years of age, the School Authority may, if they think fit, apply to a magistrate for an order requiring the child to be sent to a certified epileptic home, and upon such order being made, the parent's duty to cause his child to be educated can only be fulfilled by compliance with the order.

(11) In the event of a School Authority failing to perform their duty towards defective or epileptic children, the Education Department may proceed as provided in the case of failure of duty under the Blind and Deaf Children Act, Section 6.

(12) The conditions on which a school may be certified under the Blind and Deaf Children Act, as laid down in section 7, shall be applied to homes for defective and for epileptic children, except that no requirement shall be made as to the proportion of the expenses to be defrayed out of private sources.

(13) Special classes shall be treated as public elementary schools.

(14) Homes for defective and for epileptic children shall, as regards religious instruction, be conducted in accordance with section 8 of the Blind and Deaf Children Act.

(15) The conditions of Sections 9 and 10 (1) of the Blind and Deaf Children Act, as to the liability of the parents for contributions and their freedom from disability or disqualification, shall be applied to defective children boarded out by the School Authority, and to defective and epileptic children in certified homes.

(16) The period of compulsory education of defective and epileptic children shall be extended to such age, not exceeding sixteen years, as the School Authority in each case think fit.

(17) School authorities shall (if not already required to do so) make to the Education Department such returns as the Department require; and the Department shall make to

Parliament annually such reports upon their proceedings with regard to defective and epileptic children as they make under Section 14 of the Blind and Deaf Children Act.

The word "imbecile" as used in the first paragraph of these recommendations shall be taken to mean not capable of receiving proper benefit from instruction, either in ordinary schools or in special classes.

XI.—Conclusion.

It has not been thought necessary in this paper to deal with epileptic children. Valuable information is given in the report and in the evidence published by the Departmental Committee relative to epilepsy. With regard to epilepsy, we may quote the words of Mrs. Burgwin :—"The epileptic child is still outside school influence if the fits are severe or frequent ; but provision is being made to remedy this by private philanthropy now the want has been made public, although it is questionable whether sufficient accommodation can be provided by this means."

It is satisfactory to note that the most favourable results have been obtained by the special instruction of feeble-minded children. There is a concensus of opinion, both on the part of medical men and of teachers and managers, that in these Special Classes most encouraging results have been obtained by the special instruction now provided in several towns. Mrs. Burgwin says: "Many of the pupils are now at work and earning wages, which, without the training they have received, they would not have obtained." The Departmental Committee bear witness to the excellent character of the work which has been so far accomplished by these Special Classes. By personal care, and attention to small ailments and defects of mind and body, many children have been enabled to take their place in the world, and have been rescued from becoming inmates of workhouses, asylums, and prisons.

XII.—Appendix. Notes on the work of the School for Afflicted Children at Brighton.

We have been favoured by Miss Cogan, Head Mistress of the School for Afflicted Children at Brighton, with the following valuable general information regarding the work of her school.

Special Class for Afflicted Children.—School Board for Brighton and Preston.

This class contains from forty-five to fifty children. The scholars are those who, from physical or mental deficiency, are unable to be taught in the ordinary elementary schools.

Amongst them are hunchbacks, children in splints or irons from hip disease, epileptics, a severe chronic case of chorea, children with brain disease or diseases of the nervous system; several partially blind, but not blind enough for blind school; several very deaf, but not dumb. Two deaf and dumb children have been in the school about two years, waiting till old enough for admission to deaf and dumb school; they are thus kept out of the streets and trained in habits of order and obedience, and taught kindergarten and other manual employments. Quite half the scholars have defects in the organs of speech, but they are encouraged to read and speak as much as possible, and sent with messages so that they may learn to make themselves understood.

A few are strong in health but decidedly deficient in intellect; none could be spoken of as idiots. Two or three have a bad family history of insanity. They have difficult tempers and are liable to fits of passion. They require careful management and are never unnecessarily crossed or provoked.

Some of these children have never attended school at all, others have attended regularly for years, but have derived no benefit, the ordinary teacher having no time to give them the great amount of individual attention which they require.

This class has now been held for three years and a half. Boys who came into the school at ten years of age, not knowing the alphabet and unable to add two and three together, are now doing Standard III. sums, writing simple compositions on what they have read, and taking an intelligent interest in geography.

As a whole they sing very sweetly by ear, and are fond of singing, also of musical drill.

The time-table is very simple and is as elastic as possible, with the approval of Her Majesty's Inspector. Roughly speaking, it is as follows:—

Morning.—Simple scripture lessons, repetition of hymns and texts, arithmetic and numbers, play, singing and musical drill, reading, spelling, writing, and dictation. In fact, the morning is taken up with the three R's, the children being classified according to their several abilities.

Afternoon.—This is entirely devoted to kindergarten and similar occupations, such as paper-mat weaving, pricking and embroidering, rug making, cross-stitch in Berlin wool-work, knitting with frames, drawing on chequered slates and on paper, colouring with crayons, building with anchor bricks, making mosaic patterns with coloured tiles, etc. An object lesson or conversation lesson is given every afternoon on natural history, trades or occupations, common objects, etc.

To the more deficient children the lesson is given on some toy, such as Noah's Ark, a railway train, a fire engine, a farm, etc. They are always delighted to have well-known fairy tales told them, such as the "The Three Bears" or "Red Riding Hood," and if told in an elliptical form will often supply the words.

They are also very pleased with "Struwelpeter," and works of the like character; and also with nursery rhymes.

They have a great deal of simultaneous repetition after the teacher. This helps them to speak plainly, and also trains their ear in marking differences of intonation.

Much care is given to their moral training, as where mental deficiency exists some moral sense is generally wanting. In this class are found some determined kleptomaniacs, and many absolutely wanting in truthfulness.

Owing to the long distances from which these children come, two-thirds of them generally stay to dinner, after which they are supplied with a variety of toys, with which they amuse themselves most happily and quietly, always asking for the toy they want. Dissected puzzles are very great favourites; also lead soldiers and scrap books.

This is considered by no means the least part of their education, as when they first come they often have not the least idea of the use of a toy; also in their own homes they are very destructive, but at school hardly ever break a toy—never wilfully.

Notes.

WE understand that after the 31st of March next the subjects of Drawing and Manual Instruction in Industrial Schools will be examined by Her Majesty's Inspector of Reformatory and Industrial Schools instead of by the Science and Art Department. In Day Industrial Schools it has hitherto been difficult, if not impossible, to obtain grants for manual work, seeing that payment was restricted to Standard V. and upwards, in which there cannot be many children in Day Industrial Schools, consequently no encouragement was offered by the Science and Art Department to a kind of manual work of the highest educational value. For children of the class to be found in Industrial Schools it is of supreme importance that Manual Instruction should be given as early as possible. Why should not the Home Office give grants for Manual Instruction for all the standards in these schools? A graduated scheme of instruction, beginning with cardboard work for the lower standards, leading up to woodwork in (say) Standard III. could be easily drawn up for these special schools. In speaking of woodwork for Standard III. it should be remembered that many boys in Day Industrial Schools are much older for their standard than boys in ordinary schools.

———:———

It is now a year since the important deputation of representatives of School Boards waited upon Sir John Gorst with reference to the loss of grants suffered by Evening Continuation Schools owing to the operation of the "17s. 6d. limit." We believe that it will require legislation to remove the hardship complained of. As this is no party question, and the deductions are a great hindrance to the progress of the evening schools, we hope the Government will lend a favourable ear to the renewed representations made by the School Boards. It is only common fairness to the Evening Schools that the grants earned should be paid by the Education Department. In 1896-7 the sum of £12,986, or seven per cent. of the grant, was withheld by the Department under the operation of this rule, which presses the heaviest on the most efficient Evening Schools, particularly when they are worked economically. Sir John Gorst has publicly admitted the mischievous character of the reductions, and he has said that the Education Department do not consider there

is any educational advantage in the maintenance of the 17s. 6d. limit, and, now that it has been removed in the Day Schools, there is no reason why it should still be continued in the Evening Schools.

—:—

A considerable number of School Boards have had under consideration the large additional expense falling on the local rates in consequence of the cost of special subjects of instruction which were not contemplated when the Elementary Education Act of 1870 was passed. In the debates which preceded the passing of that measure Mr. Forster stated that one-third of the expenditure of the Boards would be met by Government grants, one-third by the parents' payment of school fees, etc., leaving the remaining third to come from the rates. By the substitution of the Fee Grant for the School Income formerly derived from School Fees the Government have greatly relieved the parents, and thereby largely assumed the parents' responsibility, and assuming that Mr. Forster's original calculation was correct, the Imperial Grant should be equal to two-thirds of the total cost, leaving the remaining third to be made up out of the rates. There are few Board schools where such a happy state of things now exists, and of School Boards fewer still. In a recent memorial of the London School Board addressed to the Education Department on this important matter, it is stated that the local rates bear seventy-two per cent. of the cost in the metropolis, leaving twenty-eight per cent. derived from the Government.

The subjects of Cookery, Laundry Work, and Manual Instruction found no place in the Code of 1870. These have entailed large additional expenditure, and the Government has recognised this by giving special grants, hence the London School Board do not consider themselves justified in asking for further aid. There are, however, other causes of additional expenditure which have not received adequate recognition by the Government. The first arises from the duty cast upon School Boards by Statute for the provision of the education of blind and deaf children. Here are a few instances of the average cost per head for these cases:—London, £10 7s. 6d.; Bradford, £16 5s. 9d. for deaf children, and £16 13s. 10d. for blind children; Birmingham, £12 15s. 11d. for deaf children; Bristol, £20 8s. 5d. for deaf children;

Cardiff, £12 8s. 7d. for blind children, and Manchester £16 8s. 2d. for deaf and blind children alike. When such children are educated in institutions carried on by the School Boards the Government may find £5 5s., leaving about £7 per annum to be provided by the local rates. The cost of such instruction, of course, varies, owing to the fact that some Boards send all their cases to residential institutions, where the cost of board and instruction has to be met, whilst others give facilities, for instruction only, for a number of these cases in day classes. In the former, the cost to the School Board is higher than the average quoted. At the last meeting of the Association, it was resolved, on the initiative of the Burton-on-Trent School Board, that further grant in aid for this instruction should be sought from the Government for all School Authorities. Another cause of additional expenditure arises when School Boards take up the instruction of feeble-minded children. The average cost may reach £9 per head, as it does in London, compared with £4 the cost of instruction in the case of ordinary children, whilst the grant for the feeble-minded children allowed by the Education Department is £1 7s. 0d. per head (17s. 0d. Infant School Grant, plus 10s. Fee Grant). Here there is an undoubted case for a special grant.

Mr. Richard Gowing.

DEATH has robbed the cause of Education of another stalwart supporter in the person of Mr. Richard Gowing, who was for twenty years editor of *The School Board Chronicle*. In the early days of School Boards, he was for a while associated with Mr. Joseph Hatton, whom he also succeeded as editor of *The Gentleman's Magazine*, but in 1873 he took the entire responsibility, and has, throughout a long and useful career, been conspicuous and consistent in his support of every forward movement. He attended the first meeting of the School Board Clerks' Conference, and afterwards, by special rule, became a member. His genial presence was ever welcome amongst members and officials of School Boards at the periodical meetings, and his wise counsels, so unobtrusively given, were always listened to with respect. Kind-hearted and courteous, he was always ready to willingly give to others the benefit of his wide knowledge and experience. At a time when there were no precedents to follow, and no rules to guide in the building up of a great system, Mr. Gowing displayed wonderful ability in placing at the disposal of his readers most useful information on all sorts of knotty points, and his grasp of the work was remarkable for one not actually engaged in it. In later years he took a warm interest in the Association of School Boards, an interest which by no means ceased when he handed over the editorship of *The School Board Chronicle* to his relative, Mr. Herbert Cornish, who had had the benefit of long association with him in his important and varied literary labours. Mr. Gowing was in his sixty-eighth year, and is survived by two sons, Mr. Lionel Gowing and Mr. Sidney Gowing, who are both in the journalistic profession.

Mr. George Mason.

IT is with regret that we record the death of Mr. George Mason, Clerk of the Jarrow School Board. Mr. Mason's death occurred in the offices of the School Board on the afternoon of the 9th January as he was engaged in preparing the business of the Board Meeting, which had been arranged for the evening of the

same day. Mr. Mason fell on the floor, and he was found in an unconscious condition. Medical assistance was at once summoned, but the sufferer rapidly sank and died shortly afterwards.

Mr. George Mason, who was about 61 years of age at the time of his death, was the first Clerk of the Jarrow School Board—having been appointed shortly after the formation of the Board in 1871. He was a devoted official, giving up the whole of his time and energies to the performance of his public duties. At an adjourned meeting of the Jarrow School Board, held on the 16th January, on the motion of the Chairman (Mr. William Jackson), seconded by Mr. T. Robinson, it was resolved that the following entry should be made in the minutes of the Board:—"That the members of this Board of the United School District of Hedworth, Monkton, and Jarrow desire to place on record their deep sense of the valuable services rendered to this Board and to the district by their late Clerk, Mr. George Mason, during his 28 years of public work. Mr. Mason's appointment to the office took place immediately after the formation of the first School Board of this district. In reviewing his work all sections of this body fully recognise that for many years he was responsible for nearly the whole of the official work of the Board. This was approached with such faithfulness of purpose and carried out with such zealous effort as to earn well-merited tributes of praise from successive Boards. Mr. Mason's experience of educational work, which has run contemporaneously with the School Board system of the country, had brought him very valuable knowledge of those intricacies of the educational system which are so embarrassing to all but experts. The various phases of the development of our national educational system had all come under his personal observation, and had so impressed themselves upon him, in the ordinary routine of business, that his technical knowledge in such matters was much greater than that of men who might otherwise have been more highly qualified. For so many years had Mr. Mason devoted nearly the whole of his time and energies to the service of this Board, that the various branches of work seemed to fill his life. The painful circumstances attending his death have served to accentuate this fact, and hence the members of this Board feel that personal obligation, no less than their duty to those whom they represent, calls upon them for this expression of their fullest and most profound appreciation of services faithfully rendered for so many years, and terminated only at the very moment of death."

Pupil Teachers' Centres.

THE following information is of interest as showing the method of organisation and the cost of carrying on two centres for the instruction of pupil teachers conducted by a School Board:—

Instruction of Pupil Teachers.

Establishment of the Pupil Teachers' Centres.

In January, 1890, the Board adopted the system of Centre Classes for the instruction of Pupil Teachers, and in March of the same year commenced operations in hired premises.

The system was further developed in 1892, when the Board decided that practically all the secular instruction should be given at the Centre. The immediate result was the division of the district into two parts—North and South—and the establishment of a new Centre in premises purchased by the Board. One Centre was then reserved for Pupil Teachers of the Northern Division, and one other for those of the Southern Division.

Instruction.

1. *Ordinary Instruction.*

The following is a brief summary of the scheme of instruction for Pupil Teachers, adopted by the Board in January, 1894, and which is now in operation:—

The Candidates and Pupil Teachers are divided into two sections, *i.e.*, Juniors (Pupil Teachers of the first and second years), and Seniors (Pupil Teachers of the third and fourth years).

Juniors are required to attend six half-days and Saturday mornings. Seniors, four half-days and Saturday mornings.

	Morning, 9 to 12.	Afternoon, 2 to 5.
Monday	Juniors	Seniors.
Tuesday	Juniors	Seniors, Religious Instruction.
Wednesday	Seniors	Juniors.
Thursday	Seniors	Juniors.
Friday	Juniors	Juniors, Religious Instruction.
Saturday	Juniors and Seniors.	

The Pupil Teachers receive the whole of their ordinary instruction at the Centres, with the exception that the Principal Teachers of the day schools are still held responsible for their instruction in the Principles and Practice of School

Management, and (for girls) in Needlework. An Examination in Secular Knowledge is held each year by the Board's Inspectors of Schools, and printed copies of the result are issued to all concerned.

NOTE. – The indentures of all Pupil Teachers in the employ of the School Board commence from the 1st July.

2. *Religious Instruction.*

In 1894, the Board resolved that the Religious Instruction of Pupil Teachers should be given at the Centres, instead of by the Principal Teachers of the Schools. (See foregoing time-table.) An Examination in Religious Knowledge is held each year by the Board's Inspectors of Schools, and the result is printed and issued.

3. *Art Instruction.*

Under the Scheme of Co-ordination between the School Board and the City Council, adopted in January, 1897, arrangements were made for giving instruction in Drawing to the Pupil Teachers at the Municipal School of Art. This arrangement commenced in October, 1897. The Pupil Teachers attend on Saturday mornings.

4. *University Extension Lectures.*

The Code of Regulations for Day Schools having provided that marks shall be given to candidates for Queen's Scholarships presenting University Extension Certificates, the Board, since 1895, have arranged for courses of lectures to fourth year Pupil Teachers in connection with the University Extension Committee of the Victoria University.

ADMISSION OF PUPIL TEACHERS FROM VOLUNTARY SCHOOLS.

In 1891 the Board adopted a resolution admitting to the Centres Pupil Teachers from Voluntary Schools within the city on payment by the managers of the nominal sum of 10s. per annum for each pupil teacher. In 1895 the Board further resolved to admit to the Centres Pupil Teachers from schools outside the city on payment by the managers of the sum of £5 per annum for each pupil teacher. The fee was subsequently fixed at £3 per annum, in addition to the cost of books, &c.

EXAMINATION RESULTS.

1. *The Queen's Scholarship Examination.*

At the Queen's Scholarship Examination in 1897 129 of the Board's Pupil Teachers were presented. Of these, 93, or 72·1

per cent., obtained first class; 26, or 20·2 per cent., second class; and 6, or 4·6 per cent., third class. Four, or 3·1 per cent., failed. Seventeen were placed amongst the first hundred on the Scholarship List.

The following are the positions of the Board's Pupil Teachers in the first hundred :—

Women's List—Numbers 1, 4, 5, 7, 16, 19, 22, 23, 28, 33, 53, 57, 95.

Men's List—Numbers 3, 14, 77, 82.

2. *Collective Examinations.*

The following return shows the improvement effected during the past eleven years :—

COMPARATIVE SUMMARY OF RESULTS FOR THE LAST ELEVEN YEARS.

Year.	Number Examined.	Number "Well."	Percentage "Well."	Number "Fairly."	Percentage "Fairly."	Number not Classed.	Percentage not Classed.	Grant.			Grant per Head.		
								£	s.	d.	£	s.	d.
1897	424	198	46·7	165	38·9	61	14·4	831	0	0	1	19	2½
1896	304	120	39·5	128	42·1	56	18·4	629	0	0	2	1	4½
1895	307	110	35·8	132	43	65	21·2	452	0	0	1	9	5½
1894	229	65	28·4	126	55	38	16·6	448	0	0	1	19	1½
1893	216	64	29 6	119	55·1	33	15·3	444	0	0	2	1	1½
1892	206	45	21·9	121	58·7	40	19·4	363	0	0	1	15	3
1891	205	46	22·4	126	61·4	33	16·1	399	0	0	1	18	11
1890	279	61	21·8	187	67	31	11·1	537	0	0	1	18	6
1889	346	57	16·4	226	65·3	63	18·2	599	0	0	1	14	7½
1888	362	48	13·3	222	61·3	92	25·4	569	0	0	1	11	5
1887	379	35	9·2	194	51 3	150	39·5	463	0	0	1	3	0

The foregoing figures refer to the Board's Pupil Teachers only.

TEACHING STAFFS AT THE CENTRES.

Northern Centre—Principal and five Class Teachers.

No. of Pupil Teachers in attendance—

From Board Schools	205
From Voluntary Schools	84
Total	289

Southern Centre—Principal and five Class Teachers.

No. of Pupil Teachers in attendance—

From Board Schools	266
From Voluntary Schools or other Boards	40
Total	306

Total Number of Pupil Teachers at the Two Centres—

	Board.	Voluntary.	Total.
Northern Centre..	205	84	289
Southern Centre..	266	40	306
Totals...	471	124	595

Account of Income and Expenditure of the Northern Pupil Teachers' Centre for the year ended 30th June, 1898 :—

Income.	£	s.	d.
To Grant from Science and Art Department ...	238	6	5
Rates	1,114	10	6
Fees	22	9	2
Fuel, Light, and Cleaning	29	1	0
	£1,404	7	1

Expenditure.	£	s.	d.
By Salaries	706	11	3
Books, Apparatus, and Stationery	337	19	6
Fuel, Light, and Cleaning	92	6	6
Replacement of Furniture, and Repairs to Buildings and Furniture	24	15	9
Rent, Rates, Taxes, and Insurance	194	0	6
Prizes	26	16	3
Examination Papers ...	21	17	4
	£1,404	7	1

Account of the Income and Expenditure of the Southern Pupil Teachers' Centre for the year ended 30th June, 1898 :—

Income.	£	s.	d.
To Grant from Science and Art Department	375	8	5
Rates	931	18	3
Fees...	102	15	5
Income arising from other sources, viz. :—			
From Fuel, Light, and Cleaning ...	39	9	0
Waste Paper ...	1	6	6
Repairs	14	0	0
	£1,464	17	7

Expenditure.	£	s.	d.
By Salaries	694	8	10
Books, Apparatus, and Stationery	472	3	0
Fuel, Light, and Cleaning	83	13	4
Replacement of Furniture, and Repairs to Buildings and Furniture	92	4	9
Rent, Rates, Taxes, and Insurance	34	1	8
Other Expenses, viz :—			
For Cost of Examinations (S. and A.) ...	7	19	0
Prizes	34	18	1
Examination Papers	45	8	11
	£1,464	17	7

	£	s.	d.
Cost to Rates (Northern Centre)	1,114	10	6
Do. (Southern Centre)	931	18	3
Total Cost to Rates	2,046	8	9
Less P. T. Grants	831	0	0
Total net cost to Rates	£1,215	8	9

Total average number under instruction at the two Centres, 520.
Average net cost for each Pupil Teacher per annum, £2 6s. 8d.

Government Publications.

(*a*) Evening Continuation Schools.

"RETURN, under Administrative Counties and County Boroughs, of the following particulars with respect to the Evening Continuation Schools inspected for the respective years ended the 30th days of April, 1897 and 1898."

A Return, bearing the above title, and full of interesting information, has just been issued by the Education Department. It gives the following particulars with respect to Evening Continuation Schools, viz.: the population (1891) of the Administrative Counties and County Boroughs; the number of Schools situated therein; the number of Scholars on the books; the Annual Grants made by the Education Department, and the particulars of income from all sources. Its value is enhanced by the fact that it gives the figures for 1897 as well as for 1898, and thus it is possible to institute comparisons and to measure the progress that is being made. Taking the figures for the whole of England and Wales, we get the following summary:—

Year ended 30th April.	No. of Schools Inspected.	Scholars on Books.	Grants paid by Education Department. £ s. d.
1898 ...	4,626 ...	435,600 ...	188,929 0 0
1897 ...	4,226 ...	358,628 ...	161,836 12 7
Increase...	400 ...	76,972 ...	£27,092 7 5

Here, then, we have an increase in 1898 of 9·5 per cent. in the number of schools, and, better still, 21·4 per cent. in the number of scholars on the books, and of 16·7 per cent. in the grants paid by the Education Department, compared with the corresponding figures for the preceding year. It is a fact, full of encouragement to all who believe in the future of Evening Continuation Schools, that the attendance has been going up steadily for some years. A glance back at the returns for previous years shows that if 1898 could show an increase of 21 per cent. over 1897 in the number of scholars on the books, the year 1897 was better in the same respect than 1896 by 19 per cent., and, in its turn, 1896 advanced by 11 per cent. on the numbers for 1895.

On the whole the increase seems to be evenly divided between

the Administrative Counties and the County Boroughs. Counting London, for purposes of this comparison, among the County Boroughs, we find that in the Administrative Counties there is an increase of 348 in the number of schools, of 41,702 in the scholars on the books, and of £18,756 15s. 3d. in the Government grants; the percentages being 10·6, 21·1, and 22·1 respectively. In the County Boroughs there are increases of 52 schools, 35,270 scholars, and £8,335 Government grants, the percentages being 5·4, 21·8, and 10·8 respectively.

It appears from the Return that the total income of Evening Continuation Schools for the year ended 30th April, 1898, was £305,183, as against £266,007 in the preceding year; that of the total of £305,183, nearly one-half, viz.: £150,667 was received in grants from the Education Department; £4,239 was received from the Science and Art Department for instruction in elementary drawing, and of the remainder, £85,419 was supplied by School Boards out of the rates; £27,438 was granted by County Councils; and £25,966 received for school fees and books. Voluntary contributions were responsible for £8,386, Endowments for £1,181, and the remainder, £1,885, is classed as income from other sources.

As might be expected, it is in the large County Boroughs that we find the Evening Continuation Schools in the most flourishing condition. Many of the large School Boards have long been devoting their best energies to this branch of education, with the result that in some towns, complete systems of Evening Continuation Schools have been established, no district or class being left unprovided for. This fact was probably in the mind of Sir George Kekewich when he told the Royal Commission on Secondary Education, that he thought the School Boards held the field as regards Evening Continuation Schools. So recently, too, as the 11th January last, Sir John Gorst, speaking at Bradford, said that a return respecting Evening Continuation Schools would be laid before Parliament when it met, which would show that in London and in most of the great towns of England and Wales, the work of the Evening Continuation Schools was done almost exclusively by the School Boards.

The following figures have been compiled from the return to show the percentage the number of scholars on the books of Evening Continuation Schools bears to the population: (1) in Administrative Counties, (2) in County Boroughs (including London), and (3) in County Boroughs (excluding London):—

	Population.	No. of Scholars on Books.	Percentage of number on books on Population.
Administrative Counties (excluding London)	17,181,871	239,180	1·4
County Boroughs (including London)	11,820,654	196,420	1·7
County Boroughs (excluding London)	7,588,536	150,528	2·0
London	4,232,118	45,892	1·08

The following list of the County Boroughs in England and Wales, with the population, number of Evening Continuation Schools, number of scholars on the books, and Government Grant paid by the Education Department for the year ended 30th April, 1898, added in each case, has been taken from the return :—

County Borough.	Population.	No. of Schools inspected during year ending April 30, 1898.	Scholars on Books.	Grants paid by Education Department for year ending April 30, 1898.		
				£	s.	d.
Barrow-in-Furness ..	51,712	5	607	276	18	0
Bath	51,844	3	377	185	0	0
Birkenhead	99,857	10	1,852	1,000	7	0
Birmingham	478,113	22	10,103	2,869	12	6
Blackburn	120,064	28	3,035	1,571	6	7
Bolton	115,002	23	4,069	2,519	19	6
Bootle	49,217	3	1,670	844	0	6
Bradford	216,361	44	6,874	4,781	1	6
Brighton...	115,873	7	1,391	534	16	8
Bristol	221,578	18	3,535	1,630	13	9
Burnley	87,016	8	1,762	1,189	18	0
Bury	57,212	4	281	127	6	8
Canterbury	23,062	Nil	—		—	
Chester	37,105	2	161	67	4	4
Coventry	52,724	1	107	22	9	0
Croydon...	102,695	3	238	41	18	6
Derby	94,146	5	1,862	704	14	6
Devonport	54,803	8	985	562	0	0
Dudley	45,740	4	1,076	435	16	6
Exeter	37,404	3	271	130	13	4
Gateshead	85,692	12	1,972	602	16	0
Gloucester	39,444	3	409	159	11	1
Grimsby...	51,934	4	622	329	18	0
Halifax	89,832	12	2,866	1,467	19	6
Hanley	54,946	6	1,887	640	9	6

County Borough.	Population.	No. of Schools inspected during year ending April 30, 1898.	Scholars on Books.	Grants paid by Education Department for year ending April 30, 1898.		
				£	s.	d.
Hastings	52,223	2	201	103	15	4
Huddersfield	95,420	15	1,746	709	19	0
Ipswich	57,360	17	1,289	188	15	0
Kingston-upon-Hull ...	200,044	8	1,200	226	3	3
Leeds	367,505	47	6,375	2,941	2	8
Leicester	174,624	22	4,253	1,413	8	6
Lincoln	41,491	7	578	188	0	6
Liverpool	517,980	36	8,883	4,417	17	2
Manchester	505,368	77	15,830	9,683	3	1
Middlesbrough	75,532	5	699	223	11	0
Newcastle-upon-Tyne ...	186,300	9	2,587	822	2	6
Newport (Mon.) ...	54,707	8	1,522	625	12	6
Northampton	61,012	2	238	179	7	6
Norwich...	100,970	10	2,071	588	3	0
Nottingham	213,877	25	7,756	2,698	18	6
Oldham	131,463	28	4,586	2,181	3	0
Oxford	45,742	2	210	50	12	0
Plymouth	84,248	11	1,637	735	14	2
Portsmouth	159,251	2	189	57	6	0
Preston	107,573	10	2,099	768	10	2
Reading	60,054	3	287	97	14	6
Rochdale	71,401	10	1,495	652	2	10
St. Helen's	71,288	12	1,460	703	6	6
Salford	198,139	26	6,569	2,989	13	2
Sheffield...	324,243	21	8,715	3,545	0	9
Southampton	65,325	5	1,020	384	17	9
South Shields	78,391	3	613	240	2	1
Stockport	70,263	7	1,292	515	18	6
Sunderland	131,015	17	2,591	1,111	8	5
Walsall	71,789	1	72	20	19	0
West Bromwich ...	59,474	2	691	205	12	6
West Ham	204,903	16	2,633	1,271	7	4
Wigan	55,013	12	2,440	1,037	10	6
Wolverhampton ...	82,662	5	2,068	652	0	0
Worcester	42,908	4	514	80	13	0
Yarmouth, Great ...	49,334	4	751	319	10	0
York	67,004	7	607	192	14	6
Cardiff	128,915	9	1,356	566	9	0
Swansea...	90,349	12	3,393	1,560	15	3
London	4,232,118	256	45,892	17,730	10	3

The foregoing table, while it shows that many of the County Boroughs are eminently successful in their Evening Continuation School work, also reveals the fact that there are towns in which the attempt to create well-attended Evening Continuation Schools (if attempt there has been) cannot be said to have met with much success. Perhaps the case of Canterbury, with a population of 23,062, and not a single Evening School, is hardly a fair one, and in the other cases quoted below there may be local circumstances which are unknown to us:—

County Borough.	Population.	No. of Schools.	No. of Scholars.	Government Grant.		
				£	s.	d.
Bath	51,844	3	377	185	0	0
Bury	57,212	4	281	127	6	8
Canterbury ...	23,062	Nil	—		—	
Chester ...	37,105	2	161	67	4	4
Coventry ...	52,724	1	107	22	9	0
Croydon ...	102,695	3	238	41	18	6
Oxford ...	45,742	2	210	50	12	0
Portsmouth ...	159,251	2	189	57	6	0
Walsall ...	71,789	1	72	20	19	0
Worcester ...	42,908	4	514	80	13	0
York	67,004	7	607	192	14	6

The same state of things is apparent in the returns for the Administrative Counties. Here are a few cases where Evening Continuation Schools appear to be well provided:—

Administrative County.	Population.	Schools.	No. of Scholars.	Government Grant.		
				£	s.	d.
Lancaster	1,768,273	310	34,059	15,828	6	7
York (West Riding)...	1,351,570	248	21,047	11,038	8	4
Durham	721,461	160	14,694	6,223	3	10
Glamorgan	467,954	140	11,896	5,239	6	7
Stafford	818,290	90	12,870	4,530	17	8
Chester	536,644	99	8,825	3,334	16	3
Derby	426,768	100	7,179	3,317	18	6
Essex	579,355	90	7,075	3,192	0	3
Carmarthen	130,566	74	7,762	3,235	4	4
Devon	455,353	182	6,259	2,986	10	8

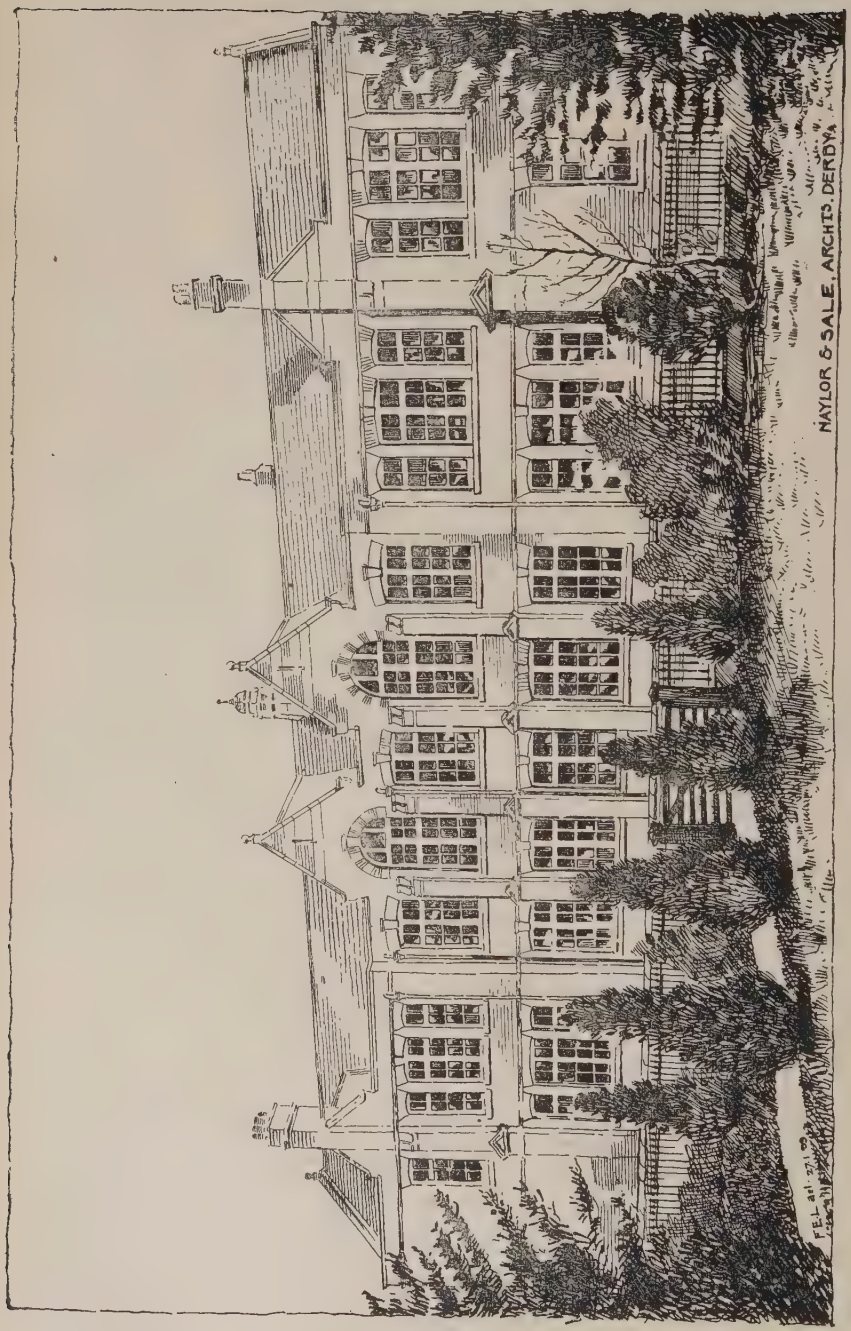
The following, on the other hand, are cases of Administrative Counties where Evening Schools apparently do not flourish:—

Administrative County.	Population.	Schools.	No. of Scholars.	Government Grant. £ s. d.
Sussex (East) ...	240,264	12	564	227 2 0
„ (West) ...	140,619	7	225	73 17 6
Hereford	115,949	8	515	242 15 0
Westmoreland ...	66,098	12	432	134 12 6
York (East Riding) ...	141,516	7	180	82 11 6

The return, as we have said, is a valuable and interesting one. It would, however, be much more valuable if particulars were added under the headings of (1) average attendance and (2) grants *earned*. The average attendance being arrived at in a uniform manner, according to Art. 14 of the Code, would form the basis on which reliable comparisons could be formed. The number on the books may mean (*a*) the number at the end of the session, or (*b*) the total number who have joined during the session, and a comparison of some of the figures leads us to think that the statistics on Form 9BN, from which the Departmental Return has been compiled, have, in some cases, given (*a*) and in others (*b*). Take the following cases:—Birmingham, with 10,103 on the books, was paid £2,869; Bradford, with 6,874 on the books, received £4,781. The apparent conclusion is that in the latter town each scholar on the books earns more than twice as much as each scholar in the former town. As a matter of fact, the difference in the grant-earning power, if one may use the expression, of Evening scholars in different large towns is inconsiderable. The discrepancy can only be accounted for (1) by different modes of reading the term "number on books," or (2) by large deductions under Art. 107. We hope the Department, in future returns, will give also the average attendance and the grants earned.

(*b*) PUBLIC ELEMENTARY SCHOOLS WARNED.
(For Quarter ended 31st December, 1898.)

During the quarter ended 31st December, 1898, eight schools in England and Wales were warned, under Article 86 of the Code—that is, as being inefficient schools. The warned schools are divided among the counties as follows:—Bedfordshire, Berkshire, Lincolnshire, Oxfordshire, Suffolk, Cardiganshire, Carmarthenshire, Carnarvonshire—one in each county. Three schools also were warned that the annual grant would in future be withheld unless defects in the school premises were remedied. These schools belong, respectively, to the counties of Norfolk, Oxford, and York.



NEW BOARD SCHOOL, PEAR TREE, DERBY.
Architects—Messrs. Naylor & Sale, Derby.

New Board Schools.

No. 1. THE DERBY PEAR TREE BOARD SCHOOL.

THROUGH the kindness of the Derby School Board and the architects of the School, Messrs. Naylor & Sale, of Derby, we are enabled to give an illustration of the elevation of the school, and also plans showing the arrangement of the premises. These schools were opened on the 23rd January last by Sir Henry Bemrose, M.P. The Chairman of the Board, Mr. William Bemrose, gave the following particulars regarding the cost of the schools. "The cost of the present buildings was £10,900, and furniture £600, making a total cost of £11,500. or about £12 10s. per head on the number of scholars provided for. The cost included a great portion of the boundary walls and offices for the complete block. The cost of the whole school will be a little over £10 per head."

The following is an official description of the accommodation provided :—

The scheme for these schools provides accommodation for 440 Boys, 440 Girls, 500 Junior Mixed, and 420 Infants, in three separate buildings, with detached Cookery and Manual Instruction Schools. The buildings will face three sides of a square site comprising about three acres of land.

The block now completed is for the Infants and Junior Mixed Departments, the Infants occupying the ground floor and the Junior Mixed the upper one. The whole is planned with the idea of combining both the Central Hall and the Corridor systems, the whole of the class rooms being accessible from this central area.

A left light has been adopted in all but two of the class rooms.

The two floors can be used as entirely separate schools, with their teachers' rooms, lavatories, store room, etc., or, if desired, the two floors can be used in conjunction.

There are several points worthy of special mention. All rooms and corridors have a dado of glazed brick, with sanitary angles, with plaster above, woodwork being avoided as much as possible.

The floors in all cases are fireproof, in rooms and class rooms of pitch-pine boards, secured to joists embedded in

NEW BOARD SCHOOL, PEAR TREE, DERBY.

Architects—Messrs. Naylor & Sale, Derby.

concrete, and in all lavatories and corridors of Rust's marble mosaic. The floors to class rooms are all sloped instead of stepped under the seats, thereby avoiding tripping and a ledge for dirt.

The heating is by low pressure hot water, but all rooms are provided with open fireplaces in addition.

The ventilation is by Messrs. Cousland and Mackay, and consists of inlets in the external and internal walls, with extract in all ceilings, connected by trunks, with exhaust ventilation on the roofs. Cross ventilation has been arranged in all rooms, so that the whole school can be well aired during the absence of the children.

The fanlights over all internal doors work on the double Louvre system. The light is at present by gas pendants with four-way arms, but it is hoped that very shortly this will be superseded by electric light.

The landings on staircases, which are of Hopton stone, are all protected by iron guards 6 ft. 6 in. high.

A lift from basement is connected with both floors for buckets, brushes, coals, etc., and special cupboards are provided for dinner baskets of children coming from a distance.

Externally the buildings are of red brick and terra cotta, with Hopton stone sills to windows. The roofs are of slate. A plain, dignified appearance has been aimed at. The playgrounds are large and asphalted, with good fall. Ample playsheds are provided, also drinking fountains, and stones for pencil sharpening. The latrines are from Messrs. Doulton and Co., and these and the urinals are all covered with wired glazing, with ample provision for ventilation.

The architects for the buildings are Messrs. Naylor and Sale, of Derby, who obtained the work in competition. The builder is Mr. Alfred Smith, of Gordon Road, Derby. The mosaic floors are by Messrs. Rust, of London; the lighting and wrought ironwork by Mr. E. Haslam, of St. Helen's Street, Derby; the heating by Messrs. Jerram and Co., Babington Lane, Derby; and ventilation by Messrs. Cousland and Mackay, of Glasgow. The fireproof floors and girder-work are by Messrs. Homan and Rogers, of Manchester; the lift by Messrs. Waygood, of London; and the patent glazing by Mr. Hope, of Birmingham.

Clause VII.

> "In Counties and County Boroughs in England which possess an organisation for the promotion of Secondary Education, such organisation, if recognised by the Department, may notify its willingness to be responsible to the Department for the Science and Art instruction within its area. In such cases grants will in general be made to the managers of new schools and classes only if they are acting in unison with such organisation. The rights of the managers of existing schools and classes will not be interfered with; *and Town Councils and School Boards which are managers of schools receiving Science and Art grants will not be debarred from establishing in their districts additional schools where necessary.* In Wales the Intermediate Education Authority is for this purpose regarded as the authority for the promotion of Secondary Education."—*Clause VII.: Science and Art Directory.*

CLAUSE VII. will soon be as well known as the celebrated 25th Clause of the Elementary Education Act, 1870, owing to the objections raised by the School Boards to the methods by which the Science and Art Department has brought it into operation in different parts of the country. Although this matter is very fully dealt with in the proceedings of the Association, reported in the January number of *The School Board Gazette*, the question is of such vital importance to the School Boards that it is well to place on record a brief history of the various stages through which Clause VII. has passed.

It owes its inception to the report of a Departmental Committee appointed towards the close of 1896, ostensibly for the purpose of considering the administration of Science and Art grants. On the appointment of this Committee, the Association requested to be allowed to offer evidence relative to what was understood by them to be the questions before the Departmental Committee, and accordingly certain members of the Executive Committee appeared on 2nd February, 1897, and gave evidence relative to the administration and methods of calculating the grants, particularly in connection with schools of science. It was urged that the plan of paying grants largely upon the results of examinations conducted by the Inspectors of the Department should be modified, that definite instructions to these Inspectors should be included in the directory of the Science and Art Department, and that this directory, like the code of the Education Department, should, at a definite period of the year, be laid on the table of the House of Commons. When the report of the Departmental Committee appeared in May, 1897, it was found that it mainly consisted of an addition to the directory of what is now known as Clause VII., in the words which appear in the

Clause as copied at the head of this article, with the exception of the words printed in italics. It was immediately seen by the Association that the effect of the new rule would be to cripple seriously the extension of Higher Grade Schools having Schools of Science, and to bring School Boards under the control of an outside organisation for education, to be appointed by the Science and Art Department. The annual meeting of the Association taking place on May 18th, 1897, this question came under the serious consideration of the representatives of the School Boards, and the following resolution was passed:—

"That the Association of School Boards instruct the Executive Committee to send a deputation to the President and Vice-President of the Committee of Privy Council on Education, setting forth the Association's serious objection to the fresh Clause in Paragraph VII. of the proposed Science and Art Directory, which would effect a change in the law, and would prevent the extension of Elementary work. While the Association is prepared to accept a properly constituted Local Authority for Secondary Education, duly appointed by Parliament, the proposed change in the Directory would go far to establish a new authority without Parliamentary sanction, and would do so in such a manner as to cripple the School Boards and the managers of Voluntary Schools in the development of Elementary Education."

The same day the President of the Association had an interview with Sir John Gorst. The operation of the Clause was brought under the notice of the House of Commons, on May 24th, 1897, by Mr. Mundella, and information was sought as to the meaning of the words in the Clause, "An organisation for the promotion of Secondary Education." Sir John Gorst stated, in reply, that "Technical Instruction Committees *and School Boards* would both come within the category of organisations eligible for recognition, if they were generally acceptable," and the addition to the Clause of the words printed in italics was subsequently accepted, viz.: "and Town Councils and School Boards which are managers of schools receiving Science and Art grants will not be debarred from establishing in their districts additional schools where necessary." The apprehensions of the Association were consequently allayed, as it was generally understood that the organisation referred to in the Clause was one that might be mutually arranged between Local Authorities dealing with Public Education in their own districts, and in the spirit of those schemes of co-ordination which have been agreed to between School Boards and Technical Instruction Committees in some districts. In December, 1897, a circular was issued to County

Councils and County Boroughs in England and Wales, signed by Sir John Donnelly (pages 5 and 6 last report of Science and Art Department), in which it was stated, that before recognising a Local Organisation under Clause VII., My Lords must be satisfied that it is generally acceptable to the various Educational Authorities of the district, including such School Boards as are managers of Science and Art Classes, and this statement was repeated by the Science and Art Department in a letter, dated 18th December, 1897, relative to an application made on behalf of the Derby Technical Instruction Committee for recognition.

A new phase of the case appeared when, towards the close of 1897, the Science and Art Department advertised in *The East Anglian Times* that a public enquiry would be conducted, at Ipswich, by two officers of the Department, relative to an application made by the Technical Instruction Committee of the Administrative County of Suffolk for recognition as the Local Authority under Clause VII. This enquiry was held on 11th January, 1898, and subsequent public enquiries were conducted in the same way at Derby and Wakefield.

It will be seen from the report of the proceedings at the Wakefield enquiry, held on the 22nd April, 1898, that the Science and Art Department are about to hand over the Science and Art grants for the district to the new Authority, where such is appointed, and thus carry out in this case *without legislation* a similar arrangement to that proposed to be made in the case of the Education Department and the Science and Art Department by the Education Bill of 1896, as set forth in the following Clause of that Bill:—

"The Education Authority for any County may undertake on such terms as may be agreed on between the Education Authority and the Education Department, the administration on behalf of the Education Department of all or any of the duties of that Department, in respect of all or any part of the money provided by Parliament for public education, or for the *Department of Science and Art*, so far as it is applied in aid of schools in that County, and in respect of securing or certifying the efficiency of schools in the County."—*The Education Bill*, 1896, *Clause* 3.

The Bill referred to was withdrawn in June, 1896, considerable opposition being raised in Parliament as to the constitution of the Education Authority and the proposed plan of decentralisation in the case of the Education Department and the Science and Art Department as set forth in the Bill. In the opinion of the Association the course of action now being taken by the Science and Art Department is really the appointment of such an Authority, so far as the administration of Science and Art grants is concerned, in

disregard of the opposition in Parliament. It will be noticed that the proposed operations of the new Authority go considerably beyond the reading of Clause VII., which does not mention the actual handing over of the administration of the grants as referred to by Mr. Gilbert R. Redgrave, the Senior Inspector of the Science and Art Department at the Wakefield enquiry.

It should be noted that, at these public enquiries, certain School Boards and other Managers opposed the granting of these applications. The Science and Art Department then discontinued the holding of public enquiries, and a number of Technical Instruction Committees were recognised. On June 13th, 1898, the Executive Committee of the Association issued a Memorandum setting forth at length particulars of what was being done and giving reasons why the action of the Department should be arrested. This Memorandum is set forth in the proceedings of the Association of December 16th, 1898 (see page 37 of the January *School Board Gazette*). The views of the Association were also embodied in a memorial presented to the House of Commons on 19th July, 1898, by the Right Honourable James Bryce, M.P.

In October, 1898, the Science and Art Department recognised the Technical Instruction Committee of the Brighton Town Council as the Local Authority under Clause VII., notwithstanding the representations made by the Brighton School Board in opposition to such appointment. The Executive Committee of the Association then forwarded to Sir John Gorst the letter which is contained in the proceedings of the last meeting of the Association. At this meeting the Chairman of the Brighton School Board gave full particulars of the carrying into effect of Clause VII. in his town.

The latest case is that of London, where the London County Council have decided to apply for recognition, and the School Board have forwarded the following letter to the Duke of Devonshire and the Science and Art Department:—

"The School Board for London have learnt that the London County Council have determined to make application for recognition under Clause VII. of the Science and Art Directory.

"The School Board for London might themselves have applied under the same clause for recognition, as stated by Sir John Gorst in the House of Commons on 24th May, 1897. But they have felt that any action towards constituting in London by means of that clause or otherwise what has been described by the Science and Art Department in that clause as 'an organisation for the promotion of secondary education' should be the result of concerted action between the School Board and the London County Council, and they have been confirmed in that

opinion by the repeated statements of the Lord President of the Council and of the Vice-President that the two bodies should come to an agreement.

"In order to bring this about the School Board have endeavoured to negotiate with the County Council and to induce them to postpone action in the meantime. The County Council, however, have determined to make an independent application for recognition under Clause VII. The School Board for London are therefore compelled to appeal to the Lord President of the Council to adhere to the official assurances contained in the letter of the 18th December, 1897, addressed to the Derby Technical Committee, in which the Department stated that a local organisation under Clause VII. must be generally acceptable to the various educational authorities of the district, including such School Boards as are managers of Science or Art Classes; and to the circular letter of Sir John Donnelly, reprinted on pages 5 and 6 of the latest report of the Science and Art Department; and they represent to your Grace, the President of the Council, that the proposed recognition of the London County Council under Clause VII. is not acceptable to the School Board, but that, on the contrary, they have many strong objections to urge against it.

"In the event, therefore, of the application of the London County Council being further considered by your Grace, the School Board for London trust that, as on previous occasions, at Derby and elsewhere, an enquiry will be held of which due notice will be given to the School Board (which resumes its meetings on 26th January), and that the School Board will have an opportunity of being heard in opposition to the application and of submitting their views."

In consequence of this application an enquiry was held before Sir John Donnelly, at South Kensington, on the 27th of January. The representatives of the London School Board, who were present, submitted the views of the Board why the provision of Clause VII. should not be extended to the London County Council. Representatives of the London County Council (together with Sir Philip Magnus, as representing the governing bodies of the Polytechnics) also addressed Sir John Donnelly, and at the close of the enquiry the Hon. E. Lyulph Stanley handed in a memorial, setting forth the views of the London School Board, in order that it might be laid before the Lord President of the Council.

The decision of the Science and Art Department is now being looked forward to with considerable interest.

There is no such difficulty in Scotland. There the Science and Art grants are administered by the Scotch Education Department.

It is difficult at this stage to forecast what will, in practice, be the operation of the new authorities where appointed, or the nature of the obligations, financial or otherwise, they will incur by intimating their willingness "to be responsible to the Department for the Science and Art instruction within their area." The grants earned by the classes which consent to come under their jurisdiction will be handed over by the Department *en bloc* to the new authorities without, it would seem, any obligation to distribute the same among the classes concerned in any definite relation to their several earnings. As, however, these grants are not intended by the Department to defray the full cost of the instruction, and seldom, if ever, in fact, do so, it remains to be seen how the Committees who have hitherto carried on classes will regard any diversion from themselves to others of a part of the grant their classes have been instrumental in securing, unless, indeed, the new Authorities are willing (and able) to relieve the Committees entirely from the obligation under which they have hitherto rested of raising locally whatever funds may be needed to make up the deficiency left by the grant. If the latter arrangement is what is contemplated, it is at least intelligible so far as private committees are concerned, though it is open to question whether the complete supercession of voluntary effort is in itself desirable. With regard, however, to classes carried on by School Boards either in day or in evening schools where the outlay in excess of the grant, though large, is indeterminate and forms part of the general expenditure now drawn by the schools from the school fund, it is difficult to see how the arrangement could work, even if the School Board were willing to come under its operation, and to allow its own statutory discretion as to the subjects of instruction within its schools to be controlled by a body external to itself, and in this matter irresponsible.

Local Authorities and Secondary Education.

WITH reference to our article on Clause VII., and to the statement made by Sir John Gorst in the House of Commons, that School Boards might, under certain circumstances, be recognised as the local organizations for Secondary Education, the following correspondence is of interest:—

[COPY.]

HALIFAX SCHOOL BOARD,
22, Union Street,
December 13th, 1898.

HALIFAX (BOROUGH) N. E. COUNTY OF YORK.

SIR,—I am instructed by this Board to notify their willingness to be responsible for the Science and Art Instruction in Halifax, in accordance with Clause VII. of the Science and Art Directory, 1898. The School of Science of this Board was established in 1886, and has been since then earning the bulk of the Grant made for Science and Art teaching in Halifax; and inasmuch as there is as yet no local authority constituted outside this Board, I am to ask that they may be recognised as the medium for the dispensation of Science and Art Grants under Clause VII.

I am, Sir,
Your obedient servant,
(*Signed*) W. H. OSTLER,
Clerk of the Board.

The Secretary,
Science and Art Department,
South Kensington, S.W.

[COPY.]

S. & A.,
No. 51,518/98.

DEPARTMENT OF SCIENCE AND ART,
LONDON, S.W.,
5th January, 1899.

SIR,—Referring to your letter of the 13th ultimo, I am directed to state that the Lords of the Committee of Council on Education, having taken all the circumstances into consideration, do not consider that it is expedient for them to recognise the School Board of Halifax as responsible, under the provisions of Section VII. of the Science and Art Directory, for the Science and Art instruction within the County Borough of Halifax.

I am, Sir,
Your obedient servant,
(Signed) J. F. D. DONNELLY.

W. H. Ostler, Esq.,
School Board Offices, Halifax.

Higher Grade Schools.

I.—Origin. II.—Aim. III.—Curriculum. IV.—Relations to other Educational Institutions. V.—Commercial Education.

I.—Origin.

In all the recent movements affecting popular education in England there has been none so full of encouragement in the present, and so suggestive of hope for the future, as the establishment and success of Higher Grade Schools. In them are seen the first-fruits of a universal system of education—a desire on the part of the people for a higher education for their children than that recognised by the Education Code. Hampered at first by the old-fashioned class prejudice, which regarded with suspicion all popular education beyond the ordinary elements, hindered for a long period by the want of recognition, on the part of some, of the change of public opinion that has arisen all over the land through the action for thirty years of the Education Act, and subjected to adverse criticism, and often to unfair statements, these schools for the higher education of the children of the people have only grown stronger in numbers and efficiency. They are essentially an English product, and a product, too, largely confined to the Northern and Midland districts. This popular desire, prevented from satisfaction by the high fees of existing secondary schools, and by the type of education supplied in so many of them, lent its support to the movement conceived on more democratic lines, and more in touch with the requirements of modern times. It is this *popular upthrust* that constitutes the main principle in the charter for the existence of such schools, just as the second is the *popular character of the curriculum* which has made them successful. They are now recognised as the high schools for the children of the people. This position they have attained mainly through two agencies—the active support of School Boards, and the equally valuable aid of the grants from the Science and Art Department. The outlook of higher education has been so much beclouded by the free use of such terms as *differentiation*, *delimitation*, *demarcation*, mainly used by the interested advocates of a one-sided system to defend "the sacred domain of Secondary Education" from popular invasion, that one does not wonder at the ignorance which prevails in the minds of so many intelligent people on this all-important and national subject. There can be no sharp line of demarcation between Elementary and

Secondary Education except in the minds of *dilettante* educationists. The two kinds are so closely connected in the best types of existing secondary schools that any demarcation would only result, even in them, in educational disturbance and dislocation. Further, all Higher Grade Schools in England have sprung from elementary schools, and they remain in intimate touch with elementary education, and have large elementary departments of their own. If experience is of any value it is in favour of Higher Grade Schools, including within them an elementary department, and that the higher departments should be under the same control and under the same roof as the elementary. For influencing children, and, through them, their parents, by the practical example of pupils continuing their education beyond the standards, for practically showing that elementary education is mainly valuable because it leads in some form to continuation of education, and for the utilization of the staff, the primary advantages of this connection are apparent. Little sympathy should be extended to any movement that would exclude the School Boards from a large share in the management of Secondary Education. Any delimitation or exclusion of the only body elected for educational purposes would produce a spirit of opposition, or, worse still, of indifference to any scheme of higher education, would be an act of public ingratitude for the labours of the last thirty years for popular education, and would materially injure the cause of higher education by interfering with the full supply of pupils from elementary schools. In Scotland, with School Boards in every parish, there is no question as to the position in this matter of the people's educational representatives.

II.—Aim.

Started by energetic School Boards, and based on elementary education, Higher Grade Schools are eminently *Continuative* Schools, in so far as they carry on the subjects of the elementary school to a higher degree of attainment, and add such other subjects as are not only educative, but suited to the needs of ordinary life, and this they do without "breach of continuity," and without loss of educational time, so valuable to children who have just completed their course through the standard classes. The time has gone past for a discussion as to the relative merits of Grammar Schools and Higher Grade Schools, nor indeed is it necessary, for there is ample room for both types of schools. All that is asked is fair consideration of the aims of the new schools, and the classes of the community to whom they appeal for support. The education in the Higher Grade Schools

is not based on the classical model, nor is it entirely scientific. Neither type of education can claim to be national. "Any exclusive system of education which expends the fourth of a lifetime in acquiring a small amount of two extinct languages, and during that period separates the youths from the experience of their generation, must retard the progress of a nation." Such were the words of one who had personally examined the systems of education in Europe and America—the late Lord Playfair. To a boy born in such a position that a long school training is succeeded by a period of University culture, it may be granted to acquire "the knowledge of the best that has been thought and said in the world," or rather, in the ancient world. But what knowledge would such a training impart in modern thought and literature—even in those of his native land? And what ignorance would there be of the vast and ever-increasing domain of natural and physical science! If then, such a training is incomplete under the most favourable auspices, what would such an education do for the great mass of the children of the people? On the other hand, the education in Higher Grade Schools is not *entirely scientific.* The aim of these Schools is to give the children of the people higher education of a character that shall be preparatory for the practical needs of after-life. But would it be right to deprive children of all literary culture, to give them no knowledge, for example, of our glorious inheritance of English literature? Or to withhold from them the training, so much needed in commercial England, of *modern* languages? To the cultured man of leisure it is a pleasure to trace the beginning and development of human thought in its most perfect form—national literatures; and so note how thoughts have passed from age to age, from the dead past to the living present. But in the accumulating acceleration of modern thought and knowledge, the difficulty even for him is to keep pace with the onward movement. It seems, therefore, conclusive that, as national education has to do with the minds and needs of the children of a living generation, it must concern itself mainly with modern thought and modern requirements. The extremists of both educational camps must not only advocate their own claims, but they must respect the claims of each other. Instead of professional strife, let there be a period of earnest fostering and development of each educational type, and time will settle which form is for the greatest good. Or better still, if rivalry there must be, let it be a rivalry of efficiency and usefulness; of earnest endeavour to give to our pupils a trained hand, an observant eye, an intelligent brain, and so endow them not only

with the knowledge gained by others, but with the *power to apply* that knowledge to the new conditions and altered surroundings of life.

III.—Curriculum.

The primary conditions of any system of education are:—

The future of the child,
The desire of the parents,
The duration of school life, and the individual capacity of the pupil.

As to subjects, discussion usually ranges round two questions—what subjects are educational, and what subjects are practical, or, rather, preparatory for practical life. On the first, it is not necessary to dwell, for all true teaching is educational. Every subject worth teaching at all—and if it is not worth teaching, it is not worthy a place in the time-table; every subject can be made a means of mind training, in thought, in observation, in accuracy, and in expression. To the second question, the first answer is that the foundation of all knowledge is the native tongue of the pupil. *English*, therefore, in its language and literature, has a prominent place in the curriculum of a Higher Grade School. Teachers of Higher Grade Schools have every session to deplore the neglect of the study of English in pupils coming from Elementary Schools, for while one does not regret the diminution in attention to the minutiæ of analytic grammar, no one can dispute the paramount importance of English Composition in all higher education. The substitution in many schools of what is called in the code "Elementary Science," may have increased the intelligence of children, but it certainly has not improved their power of expressing themselves. Not only the critical study of an English classic, but the reading of English authors for the cultivation of a taste for good literature, should form part of the regular class work of any good school. Then, in order thoroughly to appreciate his own language, the student must study at least one other language, and for many reasons this should be a *modern language*. No doubt if to a boy's learning in Latin is added a man's culture at a University, the training enriches vocabulary and thought, but if our boys are all too soon to enter life's battle, what equipment has been given them by the knowledge of the peculiarities of Latin grammar or by the difficulties of elementary translation? Such a training is often too brief to exercise an influence even on English Composition. With a modern language the result is different, for no matter how short the time of study may be, the practical

acquisition remains. Further, if the training be by a skilled teacher, so that conversational methods are employed as well as grammatical drill and written compositions, the educational gain is as great, and there is always a possibility of usefulness in the future life and occupation of the student. In many Higher Grade Schools, practically, this linguistic difficulty is got quit of by making a modern language—French—compulsory, and *Latin optional*—that is, taught as an additional subject to those who from the prospect of professional occupation and University examinations require it. And as showing the benefits of close connection between the elementary and higher sections of a Higher Grade School, the success has been very remarkable that has followed the systematic instruction in French from the lower classes upwards. Begin in the fourth standard by conversations, pictures, songs—by every means except a text book—before children have acquired that self-consciousness or "insular diffidence" that prevents them from "speaking foreign," and continued with systematic doses of grammatical drill through the higher classes, the result proves that, given a fair opportunity, English children can acquire as readily the practical use of a foreign tongue as either French or German scholars—a matter of great importance when we consider that our industrial occupations bring us into contact with every nation on the earth. In this connection, *History and Geography* may be regarded as concomitant subjects—the former as shewing the growth and development of the nation, and its national aspirations to be studied parallel with its national literature, and the latter as exhibiting its territorial empire and its relations to other nations in politics or commerce. In the next group of subjects may be placed *Mathematics* (including arithmetic, algebra, mensuration, trigonometry) and *Experimental Science* (physics and chemistry); and these should be taught to every pupil during the whole course of the higher work, because they form the foundation of all modern science, and because they are the fitting preparation for the applied science of the workshop or of the Technical College. *Drawing* (including freehand, with the elements of design; model, with rapid sketching of ordinary objects and scientific apparatus; practical, plane, and solid geometry, with mechanical drawing and machine construction; and shading from the cast) is another form of expression to be taught to all. While *Manual Instruction* (in wood, tinplate, brass, and iron) for boys, and Cookery, Laundry Work, and Dressmaking, for girls, give a training to hand and eye in accuracy of observation and deftness of execution; and a gymnasium supplies systematic *physical training*. With such a general outline in mind it is not

difficult to introduce into the time-table such additional subjects as the needs of the district and of individual pupils require—book-keeping, shorthand, German, and other languages and art subjects.

Before leaving this matter of curriculum it is well to remember that it is no theoretical arrangement of subjects, but the result of the evolution for ten years of Higher Grade Schools in England, and of the practical initiation, four years ago, of reformed Organised Science Schools by the Science and Art Department. For many years this Department had acted only as a *subject-examining* and *grant-distributing* body, but in these days of keen criticism it is but justice to give it the credit of having initiated an educational scheme that has exercised, and is now exercising, a most important influence on the curriculum of all Higher Grade Schools and of many Grammar Schools. Through it a remarkable change has taken place in the teaching of physical science by the general establishment in all good schools of special physical laboratories—a revolution in scientific education as great as that made twenty years ago by the general adoption of laboratories in teaching chemistry in schools—a revolution all the more valuable because it has been effected quietly and without opposition.

IV.—Relations to other Educational Institutions.

This preparatory training in Higher Grade Schools has been framed with special reference to the future occupations of the pupils, with a common educational ground of agreement in subjects and a diversity that may either be local or special. To some pupils the ultimate goal of their training may be the University, to others the Technical College, to others the office, the workshop, the factory, the farm. In the University, students from Higher Grade Schools largely take the science side. In the Technical Colleges, with such a preparatory knowledge, the students are ready to avail themselves of instruction in applied science. In both institutions students should not be admitted until they have received the full preparatory training of the schools. For either to do elementary preparatory work is a waste of the time of the highly-skilled teachers and professors, and a source of derision to the many enemies of higher education. What a waste of public money in the erection of buildings for which students have not had an opportunity of preparatory training, and what a useless expenditure of money on students whose attainments should relegate them to the schoolroom, whose presence in a higher institution is an incubus to the advanced class work, and a "terror" to the earnest professor!

To the lad (who from home circumstances cannot go to a

Technical College) whose technical college is the workshop, a few years in a Higher Grade School are of incalculable benefit, for he is better fitted to understand intelligently practical operations, and he should be rated higher than the ordinary apprentice, or in consideration of his preparatory training, be allowed to become a full workman after a shorter period of apprenticeship. The lad who has had in addition to his elementary education a sound training in Mathematics, Physical and Chemical Science, Practical Plane and Solid Geometry, Mechanical Drawing, and in the use of tools in Manual Work, is bound to be from his training, as well as from his age, a better apprentice in engineering or other mechanical occupation, and more useful to an employer than one younger taken straight from the ordinary school. And if during this period of apprenticeship he continues his education in evening classes, so far as the demands of manual labour allow him, he is on the straight path to become the skilled foreman, manager, or "captain of industry," and on the practical side of his work to be on fair terms of equality with the more highly trained, but more theoretical, student of the Technical College. While everyone acknowledges the good work of Continuation Schools and evening classes of every kind, it must be remembered that the amount of time a working lad can devote in an evening after a hard day's work is small, and the progress is slow and limited to very few subjects. Indeed, it is the constant complaint of teachers of Science Evening Classes that the want of some preparatory training, especially in Mathematics, nullifies much of their teaching, and renders classes in the advanced stages so disappointing in numbers. And as many thousands of our boys pass through the standards of the ordinary schools at twelve or thirteen years of age, it would be a matter of national importance if for two or three years such lads could, in a Higher Grade School, receive some preparatory technical training in the fundamental principles underlying all industrial occupations before they are launched into the practical work of their lifetime. Practical men have been in the habit of complaining that educational training makes lads unwilling to work. If there be any ground for this, it must be due to the faulty system of instruction, which has sought to substitute book knowledge for practical training. In fact, the whole system of apprenticeship requires reconsideration, and in a few years we may see a great change. Of course any change would be better than the present condition of things, under which the apprentice learns his trade from his fellow-workmen, and for the first year or two is little

better than a labourer assisting a skilled artisan. It is not in manual dexterity nor in practical workmanship that we have to fear foreign competition, but in technical knowledge. The victory of our industrial supremacy has hitherto been won in the workshops, now it has to be maintained in the schools.

Even at the present time employers have it in their power to give an immense impetus to higher education of every kind if they were to let it be publicly understood that in all appointments the first chance would be given, other things being equal, to the applicant who could show that he had had the benefits of a period of higher education. There is little use in a merchant complaining at the meeting of the Chamber of Commerce that the English clerk cannot compare with the German in attainment, whilst he (the merchant) is giving positions in his employ to boys of thirteen. If the English commercial man is to compete with the German, the schoolmaster must have him, and not the office, till he is at least sixteen years of age. If employers practically adopted this plan, there would be little doubt as to the action of parents, and as little doubt also as to the product British schoolmasters can turn out for competition with the foreigner in hand, or speech, or brain power.

V.—Commercial Education.

As the question of Commercial Education has been mentioned, the results of enquiries that have been made as to the requirements of English commercial life may be briefly stated. The primary conditions are that a boy should possess sound intelligence, tactful manners, a good style of handwriting, and accuracy in figures, with an elementary knowledge of shorthand and book-keeping. To such, if he can add an elementary knowledge of scientific processes and products, as could be given in a two years' course in a Higher Grade School, and a special training in modern languages, he is ready to take a place in commercial work. With this view all that is needed in the programme of a Higher Grade School is the power to modify for individual cases the curricula of the third and fourth years by reducing the amount of science instruction and increasing in proportion the amount of instruction in modern languages. This preparatory training can be given now, and should be demanded by employers. The Commercial College, that should form the copestone of it all, is at present but an ideal conception in the minds of enthusiastic educationists, and may not be realised for years to come.

University Extension Lectures for Pupil Teachers.

THE Education Department, as is well known to all who are concerned in the management of Public Elementary Schools, offers marks in the Queen's Scholarship Examination, on certain conditions, to such pupil teachers as are holders of University Extension Certificates. The regulations governing the award of marks are contained in the Code, and run as follows:—

EXTRACT FROM REGULATIONS AND SYLLABUS FOR THE QUEEN'S SCHOLARSHIP FOR 1899.

UNIVERSITY EXTENSION CERTIFICATES. [MAXIMUM 125.]

Marks may be obtained at any examination for University Extension Certificates held during the year preceding the Queen's Scholarship Examination by the University of Cambridge, the University of Oxford, the University of Durham, the Victoria University, or the Universities Joint Board of the London Society for the Extension of University Teaching, provided that such examination has been held (1) after a course of not less than twenty-four lectures and classes (of which the candidate claiming marks must have attended not less than twenty), (2) by some competent examiner other than the teacher or lecturer, on a subject connected with one of the following branches of knowledge:—

(*a*) English Language and Literature;
(*b*) Geography;
(*c*) History;
(*d*) Languages;

on condition—(1) that the subject chosen and a Syllabus of the Course of Lectures are previously submitted to, and approved by, the Department; (2) that a candidate who obtains marks at any such examination may not obtain marks for the corresponding subject in this Syllabus.

These regulations underwent an important change in 1896. Before that date a candidate holding a University Extension Certificate, not only received credit for it up to a maximum of sixty marks, but could also take and obtain marks for all the other subjects at the Queen's Scholarship Examination, thus having a possible advantage of sixty marks over the

candidate who had no opportunity of obtaining such Certificate. This was thought to bear too hardly on pupil teachers in rural districts, where the conditions make it almost impossible for Extension Certificates to be obtained, and so the regulations were altered to their present form. Still, at the present time, the maximum of marks for an Extension Certificate is higher by twenty-five than that for the corresponding subject in the Queen's Scholarship Examination. Moreover, as the Certificate may be obtained at any time during the year preceding the Queen's Scholarship Examination, the candidate may dispose of one important subject early in the year, and thus have additional time to devote to the other subjects. It is to be noted, also, that candidates who may not have done well at the University Extension Examination are not forbidden by the regulations from presenting themselves for the same subject at the Queen's Scholarship Examination. These are the advantages in the matter of marks which pupil teachers may derive from attendance at a course of University Extension Lectures, and they are worthy of serious consideration from school managers. The Queen's Scholarship Examination is, without doubt, the most important in its results on the after career of a teacher of all the numerous Examinations he is required to pass; and the insufficient accommodation in the Training Colleges has made this Examination a severe competition in which every mark tells.*

The *educational* value to pupil teachers of University Extension Lectures—and this, in our opinion, should be the first consideration—can hardly be over-estimated. The recent Departmental Committee on the Pupil Teachers' System received evidence from Her Majesty's Inspectors, from heads of Pupil Teachers' Centres, and from others who had had experience on this point, and the weight of evidence was conclusive as to the beneficial effect of a course of University Extension Lectures upon the general work of pupil teachers, as well as

* The high standard of attainment very properly required for a University Certificate has, however, in some subjects, notably in literature, rendered it difficult with the present allowance of marks (125 for all subjects alike), for a student to obtain any more, if as many, marks in the examination for a University Certificate as in that in the corresponding subject at the Queen's Scholarship Examination. As this circumstance has tended to discourage courses of Extension Lectures being taken in these subjects, application has recently been made to the Department that the maximum marks attainable in the examination for the University Certificate shall always be half as much again as those attainable for the corresponding subject in the Queen's Scholarship Examination, that is, in the ratio of 150 to 100. It is hoped that in this way the disability under which students taking these particular subjects are at present placed, in comparison with those taking other subjects, such as History and Geography, may be removed.

upon the special subject taken up. The matter is referred to in the Committee's Report in the following words:—

"The evidence given by various witnesses examined by us as to the desirability of encouraging pupil teachers to attend Courses of University Extension Lectures, and of marks being counted in the Queen's Scholarship Examination for certificates gained thereon, shows clearly that attendance at such Lectures is so great a benefit to pupil teachers as to make it desirable to encourage in every way possible the arrangement of Courses of University Extension Lectures by School Boards and other bodies responsible for the education of pupil teachers.

"We find that objection was made to these Lectures by certain witnesses on the grounds that pupil teachers are too young to profit by them, that the instruction is too indefinite, and that the subjects of the Course of Lectures are often not suited to this class of student. Further, it was objected that the assigning of marks for University Extension Certificates in the Queen's Scholarship Examination places the country pupil teacher at a disadvantage as compared with the town candidate, as in the case of the former it is practically impossible to organise Courses of University Extension Lectures. It was also stated that the amount of time spent in attending the Lectures and Classes, and in preparatory study, leads to overwork.

"On the other hand, many witnesses testified to the great good which the abler pupil teachers have received from Extension Lectures, especially owing to their coming into contact with minds trained in University methods and ideas.

"We are of opinion that these Lectures will be of increased value if Special Courses of Lectures are arranged for Pupil Teachers. These Lectures should supplement the ordinary course of their study; and, while maintaining the methods and standard of the present courses, the subjects should be specially chosen to meet the needs of pupil teachers, and should relate to those which the pupil teachers are taking in the ordinary course of study. We consider that such courses, if practicable, may be of value to students in training colleges, and more especially to those who fail to obtain entrance into a training college, and are working for the Certificate Examination.

"We, therefore, recommend that School Boards and other bodies responsible for the training of pupil teachers should,

where practicable, arrange for Courses of University Extension Lectures to be given to the teachers under their care, the Syllabus for such Lectures being drawn up with special reference to the requirements of Pupil Teachers, though the Lectures need not be attended by such persons exclusively."

We believe it was as a result of this report that the School Board for London made arrangements for the courses of University Extension Lectures which are now being given at its Pupil Teachers' Centres.

A consideration of these facts prompted us to make enquiries as to the extent to which courses of University Extension Lectures are given to pupil teachers in England and Wales, with the following result. The Authorities whose certificates are recognised by the Education Department are the University of Cambridge, the University of Oxford, the University of Durham, the Victoria University, and the Universities' Joint Board of the London Society for the Extension of University Teaching, the last named being a joint committee appointed by the three Universities of Oxford, Cambridge, and London. One of these Authorities, the University of Durham, has temporarily discontinued Extension Lectures to pupil teachers. Cambridge has two courses specially arranged for pupil teachers, viz., at the University Colleges of Nottingham and Sheffield, with about 150 in attendance; and also two courses, viz., at Southport and Plymouth, which, though not specially arranged for pupil teachers, are recognised by the Department for the purpose. Oxford is giving one course only for pupil teachers, viz., at Brighton. Victoria University has courses at Leeds, Manchester, Oldham, and Salford, with a total attendance of about 500, and arrangements are being made for re-opening the classes which for several years were carried on in Liverpool. The Universities' Joint Board has arranged for courses at five of the Pupil Teachers' Centres of the London School Board, viz., those at Chelsea, Deptford, Hackney, Stepney, and Stockwell. We are unable to give the exact figures, but out of an estimated total of 9,000 pupil teachers who are now preparing for the Queen's Scholarship Examination of December, 1899, there certainly will not be more than 1,200 who are receiving the benefits of a course of Extension Lectures.

In large towns where there are School Boards the provision of the lectures is an easy matter, and the benefits of the lectures might be shared in by the pupil teachers of the Voluntary Schools of the district if they were admitted to the lectures,

as is already done in some cases, on payment of a nominal fee. This privilege might also be extended so as to include the pupil teachers from the country schools within a certain distance outside the School Board district. In the purely rural districts, the difficulties in the way of providing the lectures are much greater, one of the chief being that of expense. The cost for a course of twenty-four lectures given to one hundred pupil teachers is usually about £80. This is a serious item when it has to be provided by a small School Board, or has to come out of the income of a Pupil Teachers' Centre, carried on by Voluntary managers. Even if a number of managers in a rural district combined for the purpose of giving their pupil teachers a course of Extension Lectures, the burden of cost would probably be found too heavy. It appears to be doubtful whether County Councils have power to aid Extension Lectures except on such subjects as are of little or no value to pupil teachers, and so there is apparently very little prospect of the rural pupil teacher being placed in the near future on an equality in this respect with his town brother. The pity is the greater because we believe that country pupil teachers would benefit enormously from attendance at such lectures, and because, too, perhaps, the need for some such quickening and stimulating influence is more urgent in their case. Whether the assistance comes from further utilization of the powers at present possessed by County Councils (as recommended by the Departmental Committee), or in the shape of increased grants from the Government, for the instruction of pupil teachers, we are indifferent, so long as it comes quickly.

Schools of Science.

THERE appears to be some want of uniformity in the amount of Grants paid by the Science and Art Department to Schools of Science. The following figures are given relating to grants, of which we have received information, in different parts of the country. For the purposes of comparison it has been thought sufficient to give the amount of the Variable Grants and the Grants for Chemistry and Physics in different Schools, and these Schools are distinguished by numbers.

GRANTS PAID BY SCIENCE AND ART DEPARTMENT.

Group I.—Lancashire Section.

School.	Variable.	Chemistry.	Physics.	Remarks.
1.	25/-	21/-	18/-*	*Physical Laboratory not ready.
2.	35/-	22/-	20/-	
3.	27/6	21/-	19/6	
4.	30/-	21/-	21/6	
5.	30/-	20/6	19/6	
6.	30/-	21/-	19/-	
7.	25/-	21/-	21/-	
8.	30/-	22/6	22/-	
9.	30/-	22/-	19/6	
10.	30/-	21/-	24/-	
11.	30/-	18/6	19/6	
12.	30/-	20/-	20/-	
	29/9	20/11	20/6	Average Grant, omitting No. 1.

Group II.—Yorkshire (West Riding) Section.

School.	Variable.	Chemistry.	Physics.	Remarks.
1.	30/-	27/-	26/-	
2.	30/-	25/6	25/6	
3.	35/-	27/-	26/6	
4.	32/6	24/-	24/-	
5.	35/-	27/-	26/-	
6.	25/-	21/-	21/-	
7.	27/6	21/-	15/-*	* No Laboratory.
	31/3	25/3	24/10	Average Grant, omitting No. 7.

GROUP III.—TYNESIDE AND YORKSHIRE (EAST RIDING) SECTION.

School.	Variable.	Chemistry.	Physics.	Remarks.
1.	25/-	19/6	19/6	
2.	25/-	21/-	22/-	
3.	30/-	25/-	25/-	
4.	30/-	21/-	21/-	
5.	30/-	24/-	24/-	
6.	30/-	19/6	15/6	
7.	35/-	26/-	27/-	
8.	30/-	20/-	20/-	
9.	30/-	24/-	24/-	
	29/5	22/3	22/-	Average Grant.

GROUP IV.—MIDLANDS.

School.	Variable.	Chemistry.	Physics.	Remarks.
1.	35/-	25/-*	17/-†	* No Balance Room. † No Laboratory.
2.	35/-	22/6	19/6	
3.	30/-	21/-	21/-	
4.	25/-	20/-	20/-	
5.	32/6	22/6	20/-	
6.	35/-	26/-	23/-	
7.	30/-	24/-	24/-	
8.	30/-	24/-	26/-	
9.	32/6	25/-	24/-	
10.	30/-	25/-	24/-	
11.	30/-	24/-	23/-	
	31/-	23/5	22/5	Average Grant, omitting No. 1.

GROUP V.—MISCELLANEOUS.

School.	Variable.	Chemistry.	Physics.	Remarks.
1.	30/-	24/-	24/-	
2.	30/-	18/-	18/-*	* No Laboratory.
3.	30/-	20/-	20/-	
4.	32/6	24/-	22/6	
5.	32/6	24/-	24/6	

GROUP V.—MISCELLANEOUS—*continued.*

School.	Variable.	Chemistry.	Physics.	Remarks.
6.	30/-	21/-	18/-	
7.	30/-	24/-	21/-	
8.	30/-	22/-	14/-*	* No Laboratory.
9.	30/-	24/-	15/6*	* No Laboratory.
10.	30/-	24/-	24/-	
11.	30/-	25/-	25/-	
12.	30/-	21/-	13/-	
13.	30/-	24/-	22/6	
14.	30/-	22/6	17/-	
15.	35/-	28/6	26/6	
16.	30/-	25/6	25/-	
	30/9	23/8	21/9	Average Grant, omitting Nos. 2, 8, and 9.

These figures show great differences of treatment in different localities. The following is a summary of the average Grants:—

	GRANTS PER HEAD.		
	Variable.	Chemistry.	Physics.
Group I.—Lancashire ...	29/9	20/11	20/6
„ II.—Yorkshire (West Riding) ...	31/3	25/3	24/10
„ III.—Tyneside and Yorkshire (East Riding)	29/5	22/3	22/-
„ IV.—Midlands	31/-	23/5	22/5
„ V.—Miscellaneous ...	30/9	23/8	21/9

From these figures it appears that last year the Grants were lowest in Lancashire, where the total Grants for the subjects named reached 71s. 2d. per head against 81s. 4d. in the West Riding, and 73s. 8d. in the Tyneside and East Riding of Yorkshire. There is one fortunate School—No. 15 in Group V.—which actually obtained 90s. per head. It can only be surmised that different Inspectors have different modes of assessing the value of the instruction. Hence the great necessity of something like equality of treatment being secured by definite instructions being issued for the guidance of the Inspectors, as suggested by the witnesses who represented the Association at Sir John Gorst's Departmental Committee in 1897. The whole system of Variable Grants needs revision; too much is left to the discretion of the officers of the Science and Art Department.

Certificate Examination, 1898.

We have received a copy of the Class List of Students in Training Colleges and Teachers in Elementary Schools examined for Certificates in Midsummer of last year. We print below a summary of the results of the examination of the Students in the Training Colleges.

SUMMARY OF RESULTS OF EXAMINATION OF STUDENTS IN TRAINING COLLEGES AT MIDSUMMER, 1898.

MEN.

TRAINING COLLEGE.	THIRD YEAR.					SECOND YEAR.										FIRST YEAR.									
	Number Presented for Examination.	Passed.				Number Presented for Examination.	Passed.							Failed.		Number Presented for Examination.	Passed.						Failed.		
		1st Division.		2nd Division.			1st Division.		2nd Division.		3rd Division.						1st Division.		2nd Division.		3rd Division.			
		Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.					Part I.	Part II.	Part I.	Part II.	Part I.	Part II.			
Bangor	1	1	1	—	—	30	18	12	12	17	—	1	—	—		29	12	21	16	7	1	1	—	—	
Battersea	—	—	—	—	—	62	56	50	6	12	—	—	—	—		52	45	43	7	9	—	—	—	—	
Borough Road ...	4	4	4	—	—	70	63	48	7	21	—	1	—	—		62	58	55	4	7	—	—	—	—	
Carmarthen ..	—	—	—	—	—	33	22	2	11	20	—	11	—	—		29	10	7	19	17	—	5	—	—	
Chelsea	1	—	1	1	—	59	40	35	19	23	—	1	—	—		61	57	46	4	14	—	1	—	—	
Cheltenham ..	—	—	—	—	—	46	26	22	20	18	—	6	—	—		45	34	35	11	8	—	2	—	—	
Chester	—	—	—	—	—	57	44	17	12	28	1	11	—	*		46	32	14	14	20	—	5	—	—	
Culham	—	—	—	—	—	46	24	14	19	28	3	4	—	—		40	29	8	11	19	—	13	—	—	
Durham	—	—	—	—	—	34	19	3	14	18	1	13	—	—		32	20	10	12	11	—	11	—	—	
Exeter...	—	—	—	—	—	30	24	2	6	19	—	9	—	—		34	10	3	20	17	4	14	—	—	
Hammersmith ..	—	—	—	—	—	24	16	1	8	14	—	9	—	—		28	21	24	7	4	—	—	—	—	
North Wales ..	—	—	—	—	—	29	17	8	12	17	—	4	—	—		—	—	—	—	—	—	—	—	—	
Peterborough ..	—	—	—	—	—	25	14	3	11	16	—	6	—	—		25	16	6	9	12	—	7	—	—	
Saltley	—	—	—	—	—	51	38	27	13	23	—	1	—	—		50	42	20	8	23	—	7	—	—	
Westminster ..	—	—	—	—	—	56	44	17	11	35	1	1	—	††		63	43	35	20	20	—	5	—	‡	
Winchester ..	—	—	—			32	26	7	6	22	—	2		*		27	15	9	12	8	—	6	—	—	
York	—	—	—	—	—	32	24	9	8	19	—	3	—	*		32	21	13	11	16	—	3	—	—	
Totals	6	5	6	1	—	716	515	277	195	350	6	83	—	—		655	465	349	185	212	5	80	—	—	

* Examination incomplete in the case of one student. † Examination incomplete in the case of seven students. †† Examination incomplete in the case of three students. § Examination incomplete in the case of four students.

WOMEN.

TRAINING COLLEGE.	THIRD YEAR.									SECOND YEAR.									FIRST YEAR.								
	Number Presented for Examination.	Passed.						Failed.		Number Presented for Examination.	Passed.						Failed.		Number Presented for Examination.	Passed.						Failed.	
		1st Division.		2nd Division.		3rd Division.					1st Division.		2nd Division.		3rd Division.					1st Division.		2nd Division.		3rd Division.			
		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.
Bangor (North Wales)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	31	11	4	20	15	—	12	—	—
Bishop's Stortford	—	—	—	—	—	—	—	—	—	83	20	9	13	17	—	7	—	—	32	21	6	11	17	—	9	—	—
Brighton	—	—	—	—	—	—	—	—	—	85	27	27	7	7	1	1	—	—	29	25	24	4	4	—	—	—	*
Bristol	—	—	—	—	—	—	—	—	—	37	10	6	27	20	—	11	—	—	38	9	5	29	21	—	12	—	—
Cheltenham	3	3	3	—	—	—	—	—	—	38	23	21	15	10	—	7	—	—	40	16	17	24	19	—	4	—	—
Cheltenham (The Ladies' College)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4	1	4	3	—	—	—	—	—
Chichester	1	—	1	1	—	—	—	—	—	19	7	6	11	4	1	9	—	—	22	4	9	16	6	2	7	—	—
Darlington	4	4	4	—	—	—	—	—	—	39	23	22	16	14	—	2	—	1	39	24	29	15	10	—	—	—	—
Derby	—	—	—	—	—	—	—	—	—	41	18	14	20	14	3	13	—	—	45	14	14	28	21	3	12	—	—
Durham	2	—	2	2	—	—	—	—	—	39	12	9	26	19	1	11	—	—	35	8	13	27	16	—	6	—	—
Edge Hill	3	1	2	2	—	—	—	—	*	53	41	32	12	19	—	2	—	—	54	38	35	15	17	1	2	—	—
Home and Colonial	—	—	—	—	—	—	—	—	—	79	54	59	25	20	—	—	—	—	75	46	44	29	31	—	—	—	—
Homerton	—	—	—	—	—	—	—	—	—	72	54	32	18	29	—	11	—	—	72	55	21	16	42	1	9	—	—
Lincoln	—	—	—	—	—	—	—	—	—	23	14	7	9	11	—	5	—	—	29	8	8	21	14	—	7	—	—
Liverpool	3	—	2	3	1	—	—	—	—	44	38	26	5	15	1	3	—	—	53	27	23	25	21	1	9	—	—
Norwich	—	—	—	—	—	—	—	—	—	33	12	6	21	20	—	6	—	1	33	12	11	19	20	2	2	—	—
Oxford	—	—	—	—	—	—	—	—	—	16	9	3	7	8	—	5	—	—	19	11	4	8	7	—	8	—	—
Ripon	—	—	—	—	—	—	—	—	—	26	19	23	7	3	—	—	—	—	48	31	23	16	23	1	2	—	—
Saffron Walden	—	—	—	—	—	—	—	—	—	31	10	7	21	17	—	7	—	—	30	17	5	13	15	—	10	—	—
Salisbury	—	—	—	—	—	—	—	—	—	37	33	6	4	27	—	4	—	—	40	18	—	22	11	—	29	—	—
Southlands	—	—	—	—	—	—	—	—	—	52	38	46	14	6	—	—	—	—	54	26	35	27	17	1	1	—	*
Stockwell	7	4	6	3	1	—	—	—	—	73	69	60	3	12	1	1	—	—	76	55	56	21	19	—	1	—	—
Swansea	—	—	—	—	—	—	—	—	—	40	29	16	11	20	—	4	—	—	39	21	14	18	20	—	5	—	—
Tottenham	—	—	—	—	—	—	—	—	—	52	41	44	11	8	—	—	—	—	51	44	47	7	4	—	—	—	—
Truro	—	—	—	—	—	—	—	—	—	22	12	7	10	6	—	9	—	—	18	13	12	5	6	—	—	—	—
Wandsworth	—	—	—	—	—	—	—	—	—	36	14	8	19	15	3	13	—	—	41	8	8	29	9	4	24	—	—
Warrington	—	—	—	—	—	—	—	—	—	52	32	13	20	27	—	12	—	—	66	29	13	37	44	—	9	—	—
Whitelands	5	2	5	3	—	—	—	—	—	76	45	36	30	26	1	14	—	—	81	46	52	35	27	—	2	—	—
Totals	28	14	25	14	2	—	—	—	—	1,098	704	545	382	394	12	157	—	2	1,194	638	534	540	476	16	182	—	—

* Examination incomplete in the case of one student.

We give below a list of the Training Colleges, arranged in order of per centages, of First Classes in the Second Year's Examination.

1. Colleges for Men.	Per Centages of First Classes in the Second Year's Examination.
Battersea	85
Borough Road ...	79
Chelsea	64
Saltley	64
Westminster ...	55
Chester	54
Winchester ...	53
York	53
Cheltenham ...	52
Bangor	50
Exeter	43
North Wales ...	43
Culham	41
Carmarthen ...	36
Hammersmith ...	35
Peterborough ...	34
Durham	32

2. Colleges for Women.	Per Centages of First Classes in the Second Year's Examination.
Stockwell	88
Tottenham	82
Ripon	81
Southlands	81
Brighton	77
Liverpool	73
Home & Colonial	72
Edge Hill	69
Homerton	60
Cheltenham ...	58
Darlington	58
Swansea	56
Salisbury	53
Whitelands ...	53
Lincoln	46
Bishop's Stortford	44
Truro	43
Warrington ...	43
Derby	39
Oxford	38
Chichester	34
Wandsworth ...	31
Durham	27
Norwich	27
Saffron Walden ...	27
Bristol	22

The Duke of Devonshire on Secondary Education.

SPEAKING at the opening of the Derby Technical School, on January 19th, the DUKE OF DEVONSHIRE said:—

Mr. Mayor, ladies and gentlemen, I have to return you my most sincere thanks for the very kind expressions in which the Mayor has been good enough to propose my health, and also for the very cordial manner in which upon this, as upon so many previous occasions, I have been received by the citizens of Derby. I have great pleasure in acceding to the Mayor's request, and in now formally declaring to be open the buildings in which we are assembled, and which I have had so full an opportunity of thoroughly inspecting this morning. In performing this task, I am able, without the slightest reserve, to congratulate you upon the completion of a work which has not only done so much to add a feature possessing architectural pretensions to those, perhaps not too numerous, which Derby already possesses. And at the same time I assure you, that not only from what I have seen myself, but from what I have heard from much more competent authorities, this building not only possesses considerable architectural features, but is admirably adapted to the purposes for which it is intended. I do not doubt, ladies and gentlemen, judging from experience, that the people of Derby will not be slow to take advantage of the facilities which, from now, in a more complete form than ever, will be placed within their reach.

We have been told in the report just read, that the School of Art, of Derby, has for a long time enjoyed a high reputation owing principally to the excellence of the teaching of the art master, Mr. Simmonds, whose services, I am glad to know, will be continued to the School in its new and more commodious home. Up to the present time, as I understand, the teaching of science in Derby has been less satisfactory than that of art. Carried on in various classes, various teaching classes, in a more or less desultory manner, located sometimes not in the most suitable quarters, destitute of many of the necessary appliances, the inhabitants of Derby have not up to the present time enjoyed all the advantages in obtaining a scientific education, which would have been so useful to a town possessing so many, so large, and so varied industries, as Derby. But, ladies and gentlemen, science instruction is here, I trust, opening upon a new course, and I have but little doubt that the instruction that will be carried on within these buildings in science will be as

thorough as that which has hitherto been accomplished in the Art School.

While you have made a very great step in the erection and completion of these buildings, I need not remind you that a great deal still remains to be done. The erection of the most complete buildings and the calling of them a College will not be much use unless at the same time you are able to obtain a competent staff of teachers. That I have no doubt has already been done, or if it has not been completely done, will shortly be done by the Technical Committee. But even when you have done this you must remember that independent courses, independent classes, and courses of lectures, useful as they may be in enabling students to acquire certain branches of knowledge which will be of use to them in the future years of their life, will not, unless they are organised on the principles and in some degree to the same extent as that which has prevailed in our older schools and colleges, ever provide that intellectual training and that mental discipline which is more valuable than any acquired knowledge. And to this degree of organisation perhaps your College would scarcely boast that it has yet attained, although I have no doubt that under the able management of the Committee which has charge of it, it will shortly be in a very fair way to attain to this point. The difficulty you will no doubt find, as has been found elsewhere, is the inadequate preparation with which your students come to take advantage of those courses. That difficulty is due to the incomplete organisation of our educational system, and especially of that part of it which relates to Secondary Education, I, and many with me much more ably than I can myself, having during a good many years advocated, in season and out of season, the absolute necessity of giving to our people a better technical, artistic, and scientific training. This is in the interests of the maintenance of our industrial supremacy, and not only in the maintenance of our supremacy, but in the interests of our industrial and commercial existence at all.

The necessity for placing this means of technical instruction within the reach of our people is now so universally admitted that I need not waste any of your time in dwelling upon it. There is a movement in this direction in every part of the country, and in addition to that which is termed technical instruction, there is an equally strong desire for the addition of what is termed a commercial education. Therefore there is no necessity for urging upon the public any longer the absolute necessity for

progressing in these respects. What I think is not perhaps yet clearly understood, that which I feel I have failed hitherto to fully understand myself more than in a very imperfect degree, is that we cannot have this technical, scientific, or artistic training, to any great extent or in any valuable degree, except as a part of a sound general Secondary Education. You cannot graft scientific and artistic education upon the stunted stump of a defective elementary education. On the other hand, there are special studies for the development of a sound general system of education. I believe that the special development will be found to be of great and daily increasing advantage.

Ladies and gentlemen, it is for this reason that I have seen with very great satisfaction that a good deal of attention has been paid during the past few weeks to a measure which I laid before Parliament last year for the purpose of obtaining discussion and criticism, and which I hope—either in that form or in an altered state—I shall introduce into Parliament again with a view of passing. The object of that measure was to commence —it did not do more—the reform and reorganisation of our Secondary Education. Organisation and arrangement are things of which at present we stand in need. The materials for that education are not deficient. We have already our public schools, our grammar schools, our endowed schools, and private schools, all of them of very varied types of character. Many of them are of the highest excellence, and many more are capable with slight adaptation of attaining that excellence. In addition to these we have technical colleges and institutions such as that in which we are assembled, we have polytechnics, we have various science and art schools in connection with the Science and Art Department. Again, we have in connection with our elementary education system the higher grade schools, some of which, as in this town, are also schools of science, receiving very liberal assistance from the Government. Then the supply which we have for Secondary Education is certainly abundant ; whether it is sufficient and adequate can only be ascertained hereafter when full inquiry has been made.

But all these agencies, these educational agencies, to which I have just referred are under separate and independent management. None of them know exactly what the other is doing, none of them precisely know what place in the educational field is vacant and what is already filled. The result of this is want of co-operation, and, to a certain extent, waste of power. The best this state of things can produce must be defective in producing unity and co-operation ; at the worst it may

result in friction, in unnecessary competition, and in absolute waste of power.

Well, ladies and gentlemen, I should like to give you an instance of a very limited character which may be interesting, and it refers to your own case. It is an instance which I think shows how little information is at present available and how little interest is at present felt in questions of educational organisation, and it is derived from your own town. I doubt whether there are many present this afternoon who are fully aware of what you yourselves, the ratepayers of Derby, are doing for Secondary Education. I am not going to speak of your Grammar School or of any private schools—these no doubt would be willing, probably would be only too anxious under proper conditions to take their place in any general scheme of Secondary Education. I am only referring to what you are doing as ratepayers of the town of Derby. This Municipal Technical College, the new buildings of which we have been opening to-day, has been built and completed so far—with the exception of a certain amount of private subscriptions—at no direct charge to the ratepayers. The new buildings have been completed out of the local taxation fund which is placed at the disposal of your Town Council, which was placed by the Government at your disposal—a part of which has been anticipated for the purpose of erecting these buildings. It will be maintained and carried on out of the proceeds of the same fund aided by the grants which it will receive from the Science and Art Department, and to a certain extent by the fees received from students. But this local taxation fund to which I have referred, is a fund absolutely at the disposal of your Town Council, and although I think that they have made a very wise use of it in applying it to educational purposes, it is, to all intents and purposes, a part of the borough revenue, which they can apply in any manner they think fit; and therefore it may be said that this building has been mainly equipped and is going to be maintained out of the borough of Derby. In addition to that I am told (and I am very glad to hear it) it is probable that a penny rate will be levied in order to assist in the maintenance of this college. That is what you are doing as ratepayers for this college, and you are doing it under the authority of the Town Council, or rather its Technical Instruction Committee.

But that is not all that Derby is doing for Secondary Education. Your School Board are managers of a School of Science, instruction in which is largely, if not wholly, supported

by grants received from the Science and Art Department, and only to a small, a very small, extent supported by the fees of the students, whilst it is to a considerably further extent supported by the rates paid by the ratepayers of Derby. From the last account which I have seen of the School of Science, that School received over £600 from the rates towards its maintenance during the last year. I am not saying for a moment that it was not a proper expenditure of the rates by the School Board, though I have my doubt whether it was a technically legal expenditure. I don't question it here for a moment, and I don't question its wisdom, but what I do say is that the ratepayers of Derby have a right to know, when two educational enterprises are being conducted by their representatives—by the Town Council on the one hand, through its Technical Committee, and by the School Board on the other hand, when these two educational enterprises are being carried on at the expense of the ratepayers of Derby, they have a right to know that those enterprises are carried on upon some well-considered and thought-out plan, that they are each providing something which the other does not supply, and that there is no overlapping, no undue competition, and that above all there is no friction, and no waste of power in doing twice over that which might have been more advantageously done by one.

Well now, ladies and gentlemen, I do not feel myself in a position to say, and I doubt very much if there is anyone I am addressing in a position to say, that this happy state of things does at the present moment exist in the town of Derby. I have given you an instance of how very little, ratepayers, those most concerned in the matter, may know about the organisation of these questions, even in a case where they are mostly concerned. But I am not making these observations in the interest of economy only. I know you Derby people are very liberal indeed. I know you have under your consideration a scheme for providing yourselves and other people with a supply of water at a cost which may ultimately reach some seven or eight millions, and under these circumstances I can very well understand that it may seem a very small matter indeed to you whether your Town Council or School Board waste a few hundreds a year in providing unnecessary duplicate education or a system of education which is not on the best possible lines. I do not speak to you, therefore, merely in the interests of economy, but in the interests of that which is a great deal more important, namely, the efficiency of the education you are providing for yourselves, and in which the Government is assisting you.

Now, ladies and gentlemen, for a great deal of this want of organisation, for the whole of it, perhaps, I will admit at once that legislation, or the want of legislation, is mainly responsible, and probably the want of administration of successive Governments. I admit, also, that the remedy for this state of things, the thorough remedy, can only be supplied by legislation, but in the absence of legislation we have recently attempted to suggest a temporary and partial expedient which might tend to introduce some greater order into our educational forces. And now, by what is known as Clause VII. of the Directory of the Science and Art Department, localities have been invited and public authorities engaged in educational work have been invited to form themselves into more or less combined voluntary organisations, and the Government have expressed their willingness, when such organisations are formed, to entrust to them very considerable powers in the administration of their own grants. Powers of any such authority must necessarily be, at present, of a limited character, but it would be possible for the authorities to exercise some supervision over the various educational agencies within their area, and to suggest how educational efforts may best be applied to prevent overlapping and friction, and to establish something like co-operation and order. This invitation has been accepted already in a very large number of places, and I believe in general with very admirable results. The suggestion has been made that it should apply to Derby, but I am sorry to say that up to the present moment that proposal has not been accepted. I am not imputing any blame to anyone for the failure of this proposal. I am perfectly aware that considerable jealousy has been felt of these organisations because it is supposed that if they are largely adopted they would probably be stultified hereafter by the legislation of future educational authorities. I do not believe there is any ground for any such jealousy or suspicion. The Government are perfectly aware that the creation of strong bodies for the control of Secondary Education must be the work of Parliament, and that the powers of Parliament cannot be anticipated by any such voluntary action as that to which I have referred. They know that there are many difficult and intricate questions—questions of rating, questions of organisation, questions of educational policy—which Parliament will have to consider and to decide, and when the time comes the Government have no intention of shirking from making their own proposals as to the creation of a statutory Secondary Education Authority.

If the Bill which I introduced last year, and which I shall

probably introduce again shortly, was of a more limited character, if it was confined to the creation of a central educational authority, it is because we have been of opinion that it is wisest in a matter such as this to proceed by degrees and with caution. We think that it is best to put our own house in order before we attempt to arrange the houses of other people, and we admit that a great deal of the confusion and the want of unity and co-operation to which I have referred, and which is locally existing, finds its counterpart to a considerable extent in the Central Department in the Metropolis. Between the Charity Commissioners, the Endowed Schools Commissioners, the Education Department, and the Science and Art Department there has not hitherto been that unity of action, and that thorough common understanding of objects and aims, which will enable these departments to give sound and practical advice to local authorities. We believe if we succeed, as we hope to succeed, in uniting these educational authorities at the centre into one harmonious and powerful organisation, that this, without attempting to impose upon the country any cast-iron system, will leave to them perfect freedom to adapt their own educational methods to their own needs. We shall be able to afford them through our experts and inspectors the aid, the assistance, and the guidance which will enable them to carry on efficiently their important duties; but until this is done, until this work is complete, I think that as a step towards the solution of the wider question, and in the interests of immediate economy and efficiency, it would be well that you should pay a little more attention, and give a little more consideration than I think has hitherto been given to that temporary expedient to which I have already referred. It may perhaps be in the power of you ratepayers to apply a little gentle pressure either to your municipal or your School Board rulers and representatives to induce them to give a little fuller consideration to this proposal than they have hitherto been disposed to give.

And now, having inflicted this rather long discourse on general educational matters upon you, I will conclude by expressing my most earnest wish for the future prosperity of Derby, and especially for its success in educational work, to which, I have no doubt whatever, the building we have had the pleasure of opening to-day will in the future contribute in no small degree.

Street Trading by Children.

ADVERTING to the article on Street-Trading by Children, which appeared in the last number of the *Gazette*, and to the legislation obtained by the Liverpool City Council, we are now able to supply a copy of the Regulations adopted by the Council. The Regulations have been approved by the Home Secretary. As these Regulations are the first of their kind they will no doubt be followed in the cases of towns obtaining similar legislation to that contained in the Liverpool Act of Parliament. (*Liverpool Corporation Act*, 1898. *Sec.* 31).

CITY OF LIVERPOOL.

REGULATIONS as to the conditions upon which licenses authorizing children to trade in the streets shall be granted, continued, suspended, and revoked. (*Liverpool Corporation Act*, 1898).

1.—No license shall be granted to any child under 11 years of age.

2.—All children over that age, being boys under 14 or girls under 16, shall be entitled to be licensed, provided the Corporation are satisfied—

(*a*) That they intend to trade in the streets of the City;

(*b*) That they are not unfit to trade through being sickly, blind, deaf, dumb, deformed, or mentally deficient;

(*c*) That they have the consent of their being licensed of the persons purporting to have the custody, charge, or care of them, if such persons are fit persons and have fit homes.

If the person having the custody, charge, or care of any child, is not a fit person, or has not a fit home, the consent of such person shall not be necessary to the child's being licensed; but the Corporation may, if it thinks fit, make it a condition of the license that the child shall reside in lodgings approved by the Corporation, as the child shall select.

3.—Licences shall be granted to the 31st March next following only, and thereafter from year to year on application.

4.—Every licence-holder shall also receive a badge. These badges will be of two sorts, distinguishing children exempt, and not exempt, from school attendance.

5.—No charge shall be made either for the licence or the badge. A deposit of 6d. shall be left on the issue of a badge, which will be refunded upon its return. The Watch Committee may, however, forego this deposit when they consider the circumstances of the child make it desirable.

6.—Any license may be suspended or revoked by the Watch Committee, in consequence of (*a*) conviction of the holder summarily, or upon indictment for any offence, (*b*) its being used as a cloak for begging, immorality, imposition, or other improper purpose, (*c*) failure to notify the Watch Committee within one week of any change in the holder's place of residence, (*d*) any breach of the conditions upon which it is issued, or (*e*) where such suspension or revocation appears desirable for the benefit of the child.

7.—The following are the conditions upon which licenses will be issued, viz.:—

(*a*) No licensed child shall be in any street for the purpose of trading after 9 o'clock at night.

(*b*) No licensed boy, who is not exempt from school attendance, nor any licensed girl, shall be in any street for the purpose of trading after 7 p.m., between the 1st October and the 31st March.

(*c*) No licensed child shall trade in the streets unless decently and sufficiently clothed.

(*d*) No licensed child shall trade at any time unless wearing his or her badge in the appointed way.

(*e*) No licensed child shall in any way alter, deface, lend, sell, pawn, transfer, or otherwise dispose of its badge.

(*f*) No licensed child shall enter any premises licensed for the sale of any intoxicating liquor, or premises licensed, according to law, for public entertainment, for the purpose of trading.

(*g*) No licensed child, trading in any street, shall obstruct any passenger, or annoy him by importunity.

Every licensed child shall obey the orders of any constable given for the purpose of preventing the obstruction or annoyance of passengers.

(*h*) No licensed child, unless exempt from school attendance, shall trade in the streets during school hours.

(*k*) Every licensed child, under 14 years of age, shall, unless holding a certificate of exemption issued by the School Board, attend school, as required by the Elementary Education Acts, or by any Bye-law of the School Board; and shall, unless he can show a reasonable excuse, produce to an authorised officer of the Corporation, on the 30th June, 30th September, 31st December, and 31st March in each year, a certificate of having so attended, to be issued either by the School Board or by the Head Teacher of the Public Elementary School attended by the child.

(*l*) Every child shall observe and obey the provisions of the Liverpool Corporation Act, 1842, and of the Bye-laws of the Corporation with respect to street offences, a copy of which shall be supplied to him when his license is granted.

8.—On and after the 31st March, 1899, no child shall trade in the streets unless provided with a license, in accordance with the above Regulations.

Meeting of Executive Committee.

HELD AT MANCHESTER, JANUARY 20TH, 1899.

Present.—The Very Rev. the Dean of Manchester in the chair; Sir Thomas Roe, Rev. Canon Major Lester, Rev. Dr. Bruce, Messrs. Baines, Bemrose, Claridge, Cockburn, Hance, Mander, Moss, O'Donoghue, Packer, and Wyatt.

Memorandum.—The minutes of the last meeting were read and signed by the Chairman.

Memorandum.—Read letters of apology for absence from Sir Joseph Ewart, the Rev. Canon Scott, the Rev. Canon Moore-Ede, and Mr. J. Hy. Woodward.

Resolved.—That copies of the Memorandum of the Executive Committee on "(*a*) The speech of the Duke of Devonshire, 1st August, 1898, in the House of Lords, on the Board of Education Bill, and (*b*) The Provisions of the Board of Education Bill" be sent to the Government Departments, the Duke of Devonshire, selected members of the House of Lords, and to members of the House of Commons, with a covering letter.

Memorandum.—Submitted letters from The Rt. Hon. Sir John T. Hibbert, dated respectively December 20th, 1898, and January 19th, 1899.

Memorandum.—It was reported that no reply had been received from the County Boroughs' Association regarding the Resolution of the Association passed at the special meeting on December 16th, with regard to the representation of School Boards on Local Authorities for Secondary Education in County Boroughs.

Resolved.—That Mr. S. Theodore Mander be requested to write to the Town Clerk of Liverpool, inviting a reply from the County Boroughs' Association, regarding the Resolution of the Association on the constitution of the Local Authority for Secondary Education in County Boroughs.

Memorandum.—Mr. Bemrose reported concerning speech of the Duke of Devonshire, at Derby, on the 19th inst.

Memorandum.—Submitted a letter from the London School Board, dated December 13th, 1898, covering a Memorial addressed to the Privy Council on Education, regarding additional grants for defective, blind, and deaf children; and reported that at the request of the London School Board, copies of the Memorial had been forwarded to the Boards in Association. Read a letter from the Burton-on-Trent School Board on the same subject, dated January 18th, 1899.

COPY OF THE MEMORIAL OF THE SCHOOL BOARD FOR LONDON.

TO THE RIGHT HONOURABLE THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

THE HUMBLE MEMORIAL OF THE SCHOOL BOARD FOR LONDON.

SHEWETH—

That the Board have had under careful consideration the question of their expenditure and of the sources from which that expenditure is met.

That, during the debates in the House of Commons which preceded the passing of the Elementary Education Act of 1870, statements were made by Mr. Forster to the effect that about one-third of the expenditure of the School Boards would be met by Grants from the Government, about one-third by payments from the parents of the children, and about one-third from Local sources: that, as My Lords are aware, these proportions have been departed from by the substitution of th Fee Grant for the payments by parents, by which arrangement the Government virtually took upon themselves the payment of another one-third portion of the expenditure, so that about two-thirds would be drawn from the Government and about one-third from Local sources: that, in the case of the School Board for London, however, the proportion of the expenditure borne by Local Rates has increased to 72 per cent. of the expenditure, leaving only 28 per cent. derived from the Government.

That the large increase in the proportion of the expenditure borne by Local Rates has to a considerable extent arisen in consequence of the addition of various special subjects of instruction which were not contemplated when the Act of 1870 was passed: that, for example, such subjects as Cookery, Laundry-work, and Manual Training were not included in the Code of 1870, and that the teaching of such subjects is now, in the case of the School Board for London, the cause of large additional expenditure: but that the Education Department, having made provision for the additional burden by allowing such special Grants for these subjects, the Board do not consider themselves justified in asking for larger amounts.

That there are, however, two other causes of additional expenditure which, in the opinion of the School Board for London, have not been recognised as fully as they should have been, nor to the same extent as in the cases mentioned above.

That the first of these two cases is that of the instruction of Defective Children: that the cost of this instruction is, on the average, about £9 per child per annum, as compared with about £4 per child in the case of ordinary scholars, whereas the Grant received in the case of Defective Children, including the Fee Grant, is only at the same rate as that paid for Infants, or about £1 7s. per child: that the chief cause of extra expenditure for Defective Children is the small number of scholars which can be assigned to one Teacher, and the necessity for the Teachers being more experienced, and consequently higher paid, than the Teachers for the ordinary scholars: that the Board consider that the Grant from the Government in this case should be more adequate than at present and should bear a larger proportion to the expenditure.

Your Memorialists, therefore, pray that the Government will make a Special Grant on behalf of Defective Children which shall approximate more closely to that given in the case of Deaf and Blind Children.

That the second case which the Board urge is that of the instruction of Deaf and Blind Children: that the additional burden of expenditure in connection with these children was laid upon the Board by an Act of Parliament, passed in 1893, which requires the School Authority to provide, not only special means of education, but also board and lodging for these afflicted children in such cases as may, in the opinion of the School Authority, be deemed advisable: that it is found that the cost

of education in these cases has been over £11 a head for 513 Deaf Children, and nearly £8 for 140 Blind Children, or an average of about £10 7s. 6d. a head, and that even higher rates of cost are incurred by some other School Boards which provide similar instruction, *e.g.*, Bradford, £16 5s. 9d. for Deaf Children, and £16 13s. 10d. for Blind Children; Birmingham, £12 15s. 11d. for Deaf Children; Bristol, £20 8s. 5d. for Deaf Children; and Cardiff, £12 8s. 7d. for Blind Children: that the Special Grant awarded by Government on account of the elementary teaching of these children amounts to only £3 3s. per child (plus £2 2s. in the case of those who receive Manual Instruction), and that the amount thus left to be provided from Local Rates is about £7 per child: that the Board consider that this is too heavy a burden to be borne by the Local Rates.

Your Memorialists, therefore, pray that the Government will make an additional Grant, on behalf of Deaf and Blind Children, of at least £2 2s. per child.

And your Memorialists will ever pray, &c.

L. S.

REAY,
Chairman of the Board.
G. H. CROAD,
Clerk of the Board.

15*th December*, 1898.

Resolved.—That the Honorary Secretary be requested to draw up a draft Memorial to the Education Department, asking (*a*) for a special grant in aid of the financial responsibilities imposed upon School authorities, by "The Elementary Education (Blind and Deaf Children) Act, 1893," and dealing with the responsibilities of authorities in cases of removal; and (*b*) a special grant on behalf of the cost of instruction of defective and feeble-minded children. The draft Memorial to be sent to the members of the Executive Committee.

Memorandum.—Submitted letters from J. J. Brigg, Esq., Chairman of the Keighley School Board, dated January 11th and 16th, drawing attention to the fact that "The Elementary Education (Blind and Deaf Children) Act, 1893," gives no power to deal with children who are dumb only, and stating that Mr. John Brigg, member for the Keighley Division, proposes to introduce a Bill into the House of Commons during the coming session for the purpose of enabling school authorities to deal with such children.

Resolved.—That the Executive Committee support any action taken to so amend the Elementary Education (Blind and Deaf Children) Act, 1893, as will bring under its provisions children who are dumb only.

Memorandum.—Reported regarding the resolution of the Association adopted at the last annual meeting concerning the Evening School Code (Art. 8).

Resolved.—That the Education Department be asked to permit the attendance at evening schools of children of 13 years of age,

who are in the sixth standard. The evidence in the case of the standard to be sufficient if it is shown that such children have been under instruction in Standard VI.

Resolved.—That further action be taken regarding the limitation of Evening School grants under article (107) of the Code.

Memorandum.—Read a letter from the private secretary of the Rt. Hon. Sir John Gorst with reference to the representations of the Executive, regarding specific subjects. (Code 1898, art. 101 *(f)*).

Memorandum.—Submitted draft memorial regarding the payment of additional fee grant under art. (101*) of the Code.

Resolved.—That the memorial be adopted and forwarded to the Education Department.

Memorandum.—Reported matters under reference to Sub-Committees.

Memorandum.—Submitted replies to enquiries of Executive Committee regarding Higher Grade Schools (staffs and accounts of Schools of Science).

Resolved.—That the replies be tabulated and distributed to the Boards in Association.

Memorandum.—Read a letter from the Devonport School Board, dated December 8th, regarding the time allowed for working papers at the Examination of Pupil Teachers.

Resolved.—That the matter be referred to the Sub-Committee dealing with the Pupil Teacher System.

Memorandum.—Submitted the report of *The School Board Gazette* Sub-Committee.

Memorandum.—Submitted a notice of motion for the next annual meeting from the West Bromwich School Board.

Memorandum.—Read a letter from the Birmingham School Board with resolution to join the Association from 1st January, 1899.

Resolved.—That the next meeting of the Executive Committee be held at Leeds on February 17th, 1899

Answers to Correspondents.

COMBINATION AGREEMENT BETWEEN SCHOOL BOARDS.—CASE.—The School Board for the Parish of A——— duly made school provision for all their children within a mile and three-quarters of the extreme end of their district, but the School Board for the Parish of B——— have a school with at least fifty vacant places within a quarter of a mile of the extreme boundary of A———'s Parish, and, of course, much nearer to A———'s children than their own school. The parents resident in A———'s Parish, and near such school of B———'s, *elect* to send their children to the latter's school, which is, of course, outside their Parish, but it was considered by the School Board for A——— that they should not force their *infants* to walk the mile and three-quarters to their own school, and a combination agreement, under Section 51 of the Act of 1870, was entered into between the two Boards, whereby A——— agreed to pay for the maintenance of such infants only at B———'s school. This was acted upon for many years, but the older children from A———'s Parish also attend B———'s school, and were never refused admission, nor could they be, on the ground of there being vacant places at such school, but no claim was ever made for such older children. The Combination Agreement was duly dissolved, but as the vacant places still remained at B———'s school, the parents of the children in A———'s Parish, as heretofore, take advantage thereof, but the School Board for B——— threatened the exclusion of such children, but have been prevented by the Department from refusing such admission under Article 78 of the Code, holding that "the fact of non-residence in the School Board district alone does not, in their opinion, constitute a reasonable ground for the exclusion of a child from a School Board school so long as there is room unoccupied by the children of the district for which the school is provided."

Both School Boards have made Bye-laws, and the School Board for the Parish of B——— have requested the School Board for the Parish of A——— whilst the Combination Agreement was in force, and since its determination, to enforce the attendance of their (A———'s) children at the former Board's (B———'s) School, which has been acted upon by the School Board for A——— before and since the determination of the Combination Agreement, but the School Board for B——— now allege the fact of the School Board for A——— having enforced the attendance of their children by summons at their (B———'s) school (the School Board for B———, of course, having no jurisdiction outside their own Parish) it is submitted the School Board for A——— had no alternative but to enforce the attendance at B———'s School, the *parents having selected that school for their children*, and the School Board for B——— having been prevented by the Education Department from doing so, having no right to exclude such outside children, their vacant places not having been filled up (as proved by the Parliamentary Blue Books) entitles the School Board for B——— to treat the agreement for combination as continuing.

It is submitted that the fact of the vacant places being proved, and the Education Department prohibiting such exclusion, and the School Board for A——— having made Bye-laws, they could not refuse to enforce the attendance of their children at B———'s school outside their (A———'s) Parish selected by the parents of such children. Definite ruling is requested upon the latter point (whether the School Board for A——— had any alternative but to enforce their Bye-laws) by the Education Department, or case law.—See Education Act, 1876, sec. 2: "It shall be the duty of the Local Authority"; also sec. 27 "A," and Model Bye-laws, sec. 3: "School selected."

OPINION.—The School Board for B——— cannot exclude A———'s children so long as there are vacancies in B———'s school. A——— must enforce the attendance of all children resident in A———'s district, irrespective of the school selected.

It is open to B——— to apply to the Education Department to make A——— contribute towards the school maintenance expenses of B——— (Sec. 49-50 Education Act, 1870). It is likely an order would be made so far as *infants* only are concerned—a mile and a half being a long distance for little children.

If the Combination Agreement referred to has been duly determined by mutual consent of both parties or otherwise, it cannot be revived by the action of parents in A———'s district sending children to B———'s school. A *new* arrangement will be necessary.

CLOSING OF SCHOOL TEMPORARILY UNDER SUDDEN EMERGENCY.

The following enquiry has been addressed to the Education Department by the Huddersfield School Board. The reply of the Department is appended.

Note to Article 87. New Code.*

January 4th, 1899.

SIR,—I am directed to enquire whether the note to Article 87* which states:—"This Article is not intended to limit the discretion of managers in closing the school temporarily in the event of a sudden emergency," would cover a case where, owing to exceptionally severe weather, the number of scholars who presented themselves at school was very small. I may take, as an instance, the following: On Wednesday, November 23rd, there was a severe snowstorm, in consequence of which at some of our schools, the number of scholars who attended was only about half the number on the registers, whilst a few of those who did attend had got wet in coming. The head teachers of one or two schools that were seriously affected applied for permission to close the school and not to mark the registers, but having regard to the provision, numbered 22, of the Revised Instructions to Her Majesty's Inspectors under the heading "Attendance," permission was refused. It has been the invariable custom of this Board to have the registers marked, however small the attendance.

I am instructed to ask if the footnote to Article 87* was intended to meet a case like this.

I have the honour to be, Sir,
Your obediant servant,
GEO. GAUNT.

The Secretary,
Education Department, London.

EDUCATION DEPT.,
WHITEHALL, S.W.
January 17th, 1899.

School Board General.
N. E. 99/72 D.

SIR,—Adverting to your letter dated the 4th instant, I am directed to state that My Lords do not consider that the School should be closed on any day by reason of the small attendance of children. The School should be opened and the registers marked, however small the number that attend.

The small print to Article 87* of the Code is not intended to meet the case where the school should be kept open and not closed.

I have the honour to be, Sir,
Your obedient servant,
J. W. J. STEPHENSON.

GEO. GAUNT, Esq.,
Clerk to the School Board,
Peel Street, Huddersfield.

VACCINATION.

A correspondent of *The Times* having asked the Education Department whether his Committee was empowered to refuse admission into their school, of unvaccinated children, has received the following reply from the Education Department.

"My Lords would not regard as reasonable the exclusion of children from a Public Elementary School on the ground that the children were not vaccinated (Article 78 of the Code) unless the Local Sanitary Authority, by reason of epidemic, ordered the temporary exclusion of unvaccinated children. In that case the managers should comply with the order."

THE

SCHOOL BOARD GAZETTE.

VOL. I. MARCH, 1899. NO. 3.

Manual Instruction.

"Man, indeed, is a tool-using animal. He can use tools, can devise tools. With these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highway; winds and fire his unwearying steeds. Nowhere do we find him without tools. Without tools he is nothing; with tools he is all." *Carlyle.*

I.—HISTORY. II.—NOMENCLATURE. III.—AIM. IV.—SYSTEMS OF INSTRUCTION. V.—THE TEACHERS. VI.—BUILDINGS, EQUIPMENT AND APPROXIMATE COST. VII.—NEED OF SPECIAL AID GRANT. VIII.—DEFECTS IN LEGISLATION. IX.—CONCLUSION.

I.—HISTORY.

NOT the least among the many educational movements conceived and developed during the last decade in this country, designed to enhance the ultimate value of modern popular education, is that of manual instruction.

To render honour to whom honour is due in this movement is a somewhat difficult task, seeing that the whole question of practical education has been brought about so easily, rapidly, and thoroughly that one can scarcely define how, when, and where the first steps were taken.

Without a doubt the active minds of many experts and enthusiasts were refreshed and imbued by the reports of the Royal Commission formed "to inquire into the instruction of the industrial classes of certain foreign countries in technical subjects, for the purpose of comparison with that of the corresponding classes in this country."

These reports, issued in 1882 and 1884, showed conclusively that England was considerably behind her rivals in providing for the future requirements of her rapidly-increasing industrial population. The pertinent and valuable suggestions contained therein, although not adopted in their entirety, have since formed the foundations of many and varied schemes of instruction.

With the establishment of Higher Grade Schools by many of the leading School Boards came the arrangement of work-rooms or "shops," in which the use of common tools of workers in wood and metal was taught, either by a member of the school staff, himself an inspired amateur workman or mechanic, or by a skilled workman, who was more or less an amateur teacher.

Entirely experimental as these pioneer manual classes were, the work done by the scholars showed conclusively that the introduction of practical work in no way interfered with their literary studies, and that the question of some national system of progressive manual educational training should be brought prominently before the Legislature.

Sir Philip Magnus, Sir Henry Roscoe, Mr. Wm. Mather, Sir John Lubbock, Professor Unwin, and many others rendered yeoman service at this stage, but all attempts of private members to introduce Bills into Parliament proved abortive, as session after session each was crowded out. A similar fate awaited the first Government Technical Instruction Bill, introduced by Sir William Hart-Dyke in July, 1887—much to the regret of all interested parties, as although the provisions and proposals contained in this Bill were inadequate to meet the existing needs of the country, it was felt that all necessary improvements could have been readily made when once the principle had been acknowledged and established.

On May 19th, 1887, the School Board for London took up the question of manual training. A resolution was moved by the Rev. C. Lawrence, to the effect that "it is necessary to introduce into elementary schools some regular system of manual training," and the question was referred to the Special Committee then sitting "to consider the present subjects and modes of instruction in the Board schools."

The evidence of experts, practical teachers, and others, given before this Committee, resulted in the following recommendations, among others:—

> That as soon as the Board are permitted by law to give special instruction in manual work, such instruction shall be given to boys in and above the fourth standard in

schools approved by the School Management Committee, in accordance with the resolution.

That all manual instruction should be given in connection with the scientific principles underlying the work, and with suitable drawing and geometry.

That classes for instruction in Sloyd be established in three selected schools approved by the School Management Committee.

That the instruction in the classes for manual work and Sloyd be only given by such teachers as have qualified for that purpose.

That application be made to the Science and Art Department, that their syllabus be re-modelled, so as to supply a greater stimulus to drawing being taken in combination with geometry and measurements, *and in preparation for manual work.*

Following the general acceptance of these recommendations by the Board, a Joint Committee was formed, consisting of representatives appointed by the School Board for London, the City and Guilds of London Institute, and the Worshipful Company of Drapers, to give effect to such recommendations to a limited degree. The necessary teaching staff was engaged, and centres for manual instruction in wood were opened in selected districts. These experimental classes were visited by many deputations from School Boards, and served still further to emphasize the necessity for a National system.

The Brighton School Board quickly followed the lead of London, and in October, 1888, classes of scholars from all Board and from two Voluntary schools, commenced a course of woodwork, based on geometrical and mechanical drawing.

The cost of these experimental classes was met by voluntary effort, the Legislature not having yet been willing to render any financial assistance; and it being generally doubted whether, without further legislation, School Boards could legally defray the cost of such classes.*

* These doubts, however, were soon afterwards set at rest by the following opinion, obtained from Sir Horace (now Lord) Davey, by the Liverpool School Board early in 1889, and of which copies were disseminated very widely at the time by the Association for the Promotion of Technical Instruction, viz. :—

"I am of opinion that, provided that Elementary Education continues to be the principal part of the education there given, instruction in any secular subjects, as well as in religious subjects, may lawfully be given in a Board School, unless and except so far as the conditions required in order to obtain a Parliamentary grant contained in the minutes of the Education Department in force for the time being prohibit any subject to be so taught. The Code of 1887 (which I assume to be the one

It was evident, however, that the Government were prepared to again give the House of Commons an opportunity of founding a scheme, and Sir William Hart-Dyke once more introduced a "Bill to facilitate the Provision of Technical Instruction," in which manual instruction took a very prominent place. The Bill, however, met with considerable opposition, and was in danger of being abandoned after the first reading.

Towards the close of the session, some of the stalwart supporters of the movement decided at all hazards to have this Bill—although defective in many important points—placed on the Statute Book.

Led by Mr. William Mather, the most drastic methods were adopted, which resulted in what Lord Salisbury termed a compromise, and the Bill became law on Friday, August 26th, 1889, the day on which Parliament rose. As a specimen of "the somewhat bungling fashion in which we English people deal with some of our most serious legislation," the passing of the Act of 1889 has yet no equal.

The constitution of a new Education Authority was not considered detrimental to success, nor would it have been so had definite instructions been given as to the constitution of the new Committees authorized by the Act; but although the measure, supplemented by that of 1890, has caused enormous sums of money to be spent in furthering the main object, yet the fact remains that England is still without a National system of Practical Manual and Technical Instruction; that unnecessary friction has been, and is being, caused in many districts by the constitution of two authorities to deal with the people's education; and that so long as these conditions prevail, and so long as the present policy of the Science and Art Department towards the School Boards and higher education is pursued, so long shall we, as a nation, be "marking time," against the undoubted commercial and industrial progress of our foreign rivals.

One of the immediate results of the passing of the Technical Instruction Act was the recognition by the Science and Art Department of the established manual training classes, accompanied with a small payment for efficiency of equipment

now in force) by Clause XVII. expressly permits instruction to be given in secular subjects, in respect of which no grant is made. I am therefore of opinion that a School Board under existing circumstances and subject to any regulations which may be made by the Education Department hereafter, may give manual instruction and defray the cost of it out of the school fund, and charge such cost, or a *pro rata* proportion (as the case may be), to the school or schools where it is taught.

"(Signed), HORACE DAVEY.

"8, OLD SQUARE, LINCOLN'S INN."

and instruction; but with the restriction that the "work must be done out of school hours." "This condition," however, it was shortly afterwards explained, would "be held to be satisfied if the time-table o the school shows that, for every child in the school, twenty hours in each week, irrespective of the time assigned to the manual instruction for which a grant is claimed from the Department of Science and Art, are given to the other subjects prescribed by the Codes of the English and Scotch Education Departments." By the concerted action of some of the principal School Boards, moreover, the Education Department has been prevailed upon to modify their stipulations regarding secular instruction, to enable manual training classes to be more generally held during the ordinary school hours. To these concessions must be attributed the success of the movement, as evidenced by the official returns of 1898, from which it appears that the number of schools now taking some form of manual instruction is no less than 1,271, as compared with 63 in the corresponding returns issued in 1892, and the number of scholars taking the subject 106,423, as compared with 2,568 at the earlier date; whilst the transfer of the work to the Education Department was a step in the right direction to ensure further progress; although we have not yet left the permissive stage.

II.—Nomenclature.

The term *manual instruction* or manual training is a somewhat invidious one, somewhat odious, and in many cases entirely erroneous.

Many and varied have been the definitions offered and accepted, but still the fact remains that the term as used does not adequately define the system of education.

The Act of 1889 defines Technical Instruction as "Instruction in the principles of science and art applicable to industries, and in the application of special branches of science and art to specific industries or employments. It shall not include teaching the practice of any trade, or industry, or employment, but, save as aforesaid, shall include instruction in the branches of science and art with respect to which grants are for the time being made by the Department of Science and Art, and any other form of instruction (including modern languages and commercial and agricultural subjects) which may for the time being be sanctioned by that Department, by a minute laid before Parliament, and made on the representation of a local authority that such a form of instruction is required by the circumstances of its districts."

The definition of manual instruction is: "Instruction in the use of tools, processes [of agriculture, and modelling in clay, wood, or other material."

If these definitions are intended to be read in their literal sense, it follows that all the so-called Technical Classes, conducted by the new authorities, in which instruction in the use of tools is given, such as plumbing, brickwork, carpentry and joinery, boot and shoe making, etc., are all manual instruction classes, and that the training generally supposed to be given in the manual training room of a Public Elementary School is in no way attached to either of the official definitions.

Cookery, laundry work, and needlework are rightly considered manual occupations for girls. Sick nursing and housewifery are distinctly domestic occupations, the instruction given being in the correct methods to be adopted and practised by the scholars in their present and future homes; the "Why and wherefore" of the several processes and methods, or, in other words, instruction in the elementary science of each subject, forms an important part of the instructor's duty.

Carpentry, fitters' or engineers' work, modelling and moulding in clay and metals, designing, cabinet work, basket work, straw-plaiting, wire work, tinplate and sheet metal work—all legitimate industries—are recognised as technical subjects under a local authority, and are taught more or less successfully in many of the Technical Schools of the country in specially arranged "work-rooms." All these subjects, more or less, form the basis of manual instruction schemes, devised for the boys above Standard IV. of the Public Elementary Schools, with the addition that all the "work" done must be from previously prepared drawings made by the scholar; and, further, that the elementary theory of the materials used must, in all cases, form a feature of the course before approval can be obtained from the Government officials. Is this teaching of principles, and the training of the eye to accuracy, the hand to dexterity and manipulative skill, the mind to comparison, reflection, and quick perception, manual training or technical training?

It is neither, it is a means to an end, an elaboration of the infant Kindergarten methods, and as such should be recognised by the authorities.

Hence the nomenclature is faulty, and requires alteration to render it more directly descriptive of the link it forms between the Kindergarten of the infant school and the manual work of the purely technical classes.

III.—Aim.

As at present understood by educationists, the aim is purely educational, a new method to more completely perfect our system of Primary Education, and to lay the foundation upon which shall be afterwards raised the standard of practical intelligence and skill of our industrial population. The mere handling of craftsmen's tools is entirely subsidiary—a means to an end. It is calculated to more highly develop the innate inventive and constructive faculties of childhood, to educationally train the senses of sight and touch, to create habits of accuracy, self-reliance, and truth, and generally to train in unison the physical and mental faculties of the child.

Sir Philip Magnus says:—"Such development of body and mind cannot be attained except by the exercise and use of the organs that bring us into close relation with the outer world, that is, by doing." And Professor Huxley says: "The way to Science lies through *common knowledge*. No line can be drawn between *common knowledge* of things and *scientific knowledge*, nor between common reasoning and scientific reasoning. The method of *observation* and *experiment*, by which such great results are obtained in Science, is identically the same as that which is employed by every one, every day of his life, but refined and rendered more precise." And thus it is, by the aid of this new link in our primary educational chain, we claim to efficiently educate the future citizen "by doing," to enable him to intuitively adopt the refined and precise methods by which alone the wide and unexplored field of Nature's forces and resources may be utilized.

IV.—Systems of Instruction.

The "battle of the systems" is not yet won, although the array is not so formidable now as when the combatants first took the field.

For some time during the early period the Swedish system, as invented by Herr Salamon, found favour with many prominent experts and enthusiastic educationists; partly because of the excellent results that had been produced at Naas, due, in no small measure to the personality of its inventor, and partly because of the facilities offered whereby a course of instruction, combined with pleasure and profit, could be readily followed, without the necessity of taking up an extended course of mechanical drawing, based on scientific principles of construction.

The system as carried out in Sweden is undoubtedly educational in its objects, and provides a perfect training in the "copying process" and accuracy of finish.

Had it been possible to adopt Herr Salamon's suggestions, viz., "to alter the Swedish models to English requirements, without altering the precise characteristics of the exercises involved," and, further, to have based the whole on mechanical drawing, it is probable that the system would have found favour with the authorities at South Kensington, and definite instructions would have issued therefrom in preference to the "Suggestions" in Circular 44, from which the many courses of wood and metal work now being carried on have emanated.

The permissive freedom afforded by the Department has no doubt been of value to all concerned; it has stimulated friendly rivalry between those responsible for the efficiency of the instruction, and has also given the Department an opportunity of forming an unbiased opinion on the merits and demerits of the several systems, which will no doubt ere long take the form of definite instructions being issued in order to produce something of a national character.

The general adoption of Woodwork as the means to effect, or to give effect to, the ideal of Manual Instruction, is in a large measure responsible for the erroneous ideas of the "man in the street" respecting this subject. Although from the platform, the Press, and the class-room, both in season and out of season, clear expositions have been given of the main objects and aims of Manual Training, the average citizen still looks upon the work as Carpentry only. Sometimes it is foolishly thought to be distinctly menial and degrading; though, fortunately, this is not a frequent view. On the contrary, in some districts better views obtain, and the subject is highly popular both with parents and scholars.

A representative of the Adelaide (South Australian) Educational Authority, when on a recent visit of observation to this country, relative to Manual Instruction and General Elementary Science, asked a policeman, in a certain Sussex town, to direct him to the Manual Training School, or "Institute." The officer saluted and replied: "*Well, sir, I cannot, but there's a place near the Church yonder where they make carpenters; you can try that.*" Our educational friend smiled, and quietly thanked the officer, feeling certain that the information given was a sufficient guide for the object he had in view.

To entirely dispel these crude ideas appears at present, in many places, to be impossible. We can only hope that when the scholars become citizens, much of the ignorance now prevailing will be removed.

As distinct from the Swedish system, these approved courses of Woodwork are based almost entirely on Drawing, sub-

divided into two parts, viz.: first, Mechanical or Geometrical; second, Pictorial.

The first division, under the style or title of Orthographic Projection, is an amplification of the geometrical principles of correct delineation of certain planes or surfaces, to full size or fractional scales of standard measurements, involving plans, elevations, and planes of sections, from simple to complex forms—identical in order of procedure, with the approved methods of Drawing Office routine, by which the most elaborate working drawings for all the constructive arts are produced.

The second division, Pictorial, as its title implies, is the representation or "flat" delineation of the model, as seen in the solid. Such a drawing may be obtained either by freehand sketching (model drawing), isometric projection, or oblique projection.

At present, the ordinary fifth standard lad is not capable of producing a fairly good freehand sketch, so that one or both of the latter mechanical methods is generally adopted, with a slight variation of the original method of isometric projection.

The result of these combined methods enables even a dull lad to readily grasp the requirements in the construction of a given exercise or model; which conclusively proves the statement often made that drawing is the shortest of shorthands, bringing the eye and the mind into quick relationship of closest intimacy, whilst making the hand the instrument of both.

An essential feature of the instruction is that the boys themselves shall execute the requisite drawing of the model or exercise, prior to engaging in actual construction; by this means a general idea of the whole is obtained before commencement, waste of energy and material is minimised, and habits of self-reliance and individual efforts are inculcated and fostered.

Further, clear ideas of the "why and wherefore" of the construction of the model are given by the Instructor during his demonstration lesson; further time is devoted to oral lessons on tool construction, including the mechanical principles upon which to act when cutting; and, in addition, to object lessons on the growth of timber, seasoning, etc., comparison of hard and soft wood, involving freehand sketches to illustrate notes and references—whilst in those classes (chiefly in advanced science schools) in which coloured or fancy woods are used, the elementary theory of colour, contrast, and combination is also taught.

V.—The Teachers.

Great diversity of opinion still exists as to who is the proper person to impart the requisite knowledge in the best way.

The recommendations of the London School Board Special Committee previously quoted, suggested specially-qualified teachers; the Education Department allow a wide discretion to Managers; the professional teachers on the literary side are divided; and the general public are not interested. Thus we have again two Richmonds in the field. First, the elementary teacher, trained, untrained, and ex-Pupil Teacher, who has completed, more or less satisfactorily, a definite course of woodwork or metalwork, under the auspices of the City and Guilds of London Institute, and holds a certificate of efficiency from that body, or some other similar certificate; second, the skilled artizan, who may or may not hold the City and Guilds certificate in manual work, but is proficient (by examination) in the science and principles underlying his specific (and probably kindred) industry, and who may have conducted science classes in connection with South Kensington, and proved himself able to impart his knowledge in an intelligent manner.

Judging from the tone of the correspondence columns of the teachers' official organ, the situation is becoming somewhat strained and seriously detrimental to progress.

As now educationally understood, manual training must be distinctly educational, must in no way be connected with trade teaching, and yet must involve the use of tools used in processes of manufacture.

As now practised, the teacher or instructor must possess at least the following qualifications if the moral, manual dexterity, and intellectual theories adduced are to be effectively realized:—

(*a*) Thorough disciplinary powers;
(*b*) Skilful draughtsmanship;
(*c*) Considerable technical ability beyond the mere manual skill acquired in the use of tools;
(*d*) Power to impart technical knowledge by simple language;
(*e*) Enthusiasm.

In some cases the teacher takes up the work merely to add to his income; performs his duty in a mechanical way; imbues his scholars with the idea that the work they do is for amusement or recreation; has no ideal beyond the course of work through which he went to obtain his certificate in woodwork. In others, the artizan-instructor loves his tools better than the class; has no disciplinary powers; the

workroom is a disordered mechanics' shop, no system worthy of the name in vogue; uses the ill-chosen vernacular of the factory; "reads" a drawing fairly well, but cannot impart his knowledge to the class; he *works hard* continuously, and produces satisfactory concrete results, but does not attempt, even in an elementary way, to aim at the æsthetics of the subject.

These pictures are not in any way overdrawn. Specimens of the types may be found throughout the country.

The selection of the ideal teacher may appear a difficult task, but it is not a hopeless one. With the establishment of Higher Grade Schools, and their Chemical and Physical Laboratories, a similar question arose; that it has been solved is beyond doubt. Here we have the specialist methodically trained, with a range of knowledge beyond the mere requirements of a special course of work, a knowledge obtained by years of persistent application and study, and not by one or two sessions' attendance at special classes. These men have now become a potent factor in the educational world, and a credit to themselves and to the School Boards which brought them into existence.

If manual training is ever to become the important link between the Primary School and the Technical Workshops, a type of teacher equivalent in every respect to the Science specialist must be produced.

VI.—Buildings, Equipment, and Approximate Cost.

The limitation of the Department as to the number of lads capable of receiving instruction from one teacher at a class meeting, gives a basis for calculating the dimensions of the work-room.

As to position.—Owing to the noise caused by the use of tools, it is not desirable to have the woodwork shop in close proximity to any class-room. A separate building, arranged either on the ground floor, or built over the covered play-shed, is much more suitable, and especially so if the room is to be used as a "centre" for the district. In any case, it is essential that the room be well lighted.

If a separate building, top and one side lighting will be sufficient. The room must be efficiently heated, provided with a wood-block floor, and if a "centre," with a lavatory, a cloak-room or other provision for caps and coats.

The heating of the building may be arranged for by connecting up with the main building system, or a No. 3 Tortoise slow combustion stove may be placed in the centre of the room by removing one of the benches. The teacher's duplex bench will then be used by one of the lads.

The room may be on an upper floor over a play-shed, or the ground floor may be used as a cookery centre.

When a cookery centre is built on this plan, a very effective system of heating can be arranged by connection with the kitchen range saddle boiler, fitted with an efficient "insight" safety valve, the building being placed half on each side of the boundary wall of the respective play-grounds, the manual or upper floor lighted from the boys' side, the lower floor from the girls' side.

Where the cost of building is a vital question, a fairly efficient substitute for the foregoing is an iron building. This may be obtained in almost all styles and sizes, and provided it is well built, properly lined with felt and match-boarding, and receive an annual overhaul, as to roof, etc., will be found to answer all necessities. In some districts where this kind of instruction is being rapidly developed iron buildings are preferred to brick ones, as being both more roomy, more easily adapted to new purposes, and more readily removed to other positions.

Iron buildings are not suitable, however, for districts where the atmosphere is charged more or less with chemical fumes, as the roof sheeting soon deteriorates, causing leakage and dampness, which quickly reduces the efficiency and value of costly edge-tools.

Several styles of work-benches are available, but, if space permit, preference should be given to the 4-feet single bench, provided with either tail or side vices. For these, fitted to accommodate twenty lads working at one time, and allowing for ample "ways" between benches, and also room in front for demonstration purposes, blackboard, etc., a floor space of 32 feet by 16 feet 6 inches is necessary.

If "six-place" side vice benches are used, accommodation for twenty-four lads may be arranged in a space of 20 feet by 14 feet. If "four-place" side vice benches are used, accommodation for twenty lads requires a space of 19 feet by 14 feet.

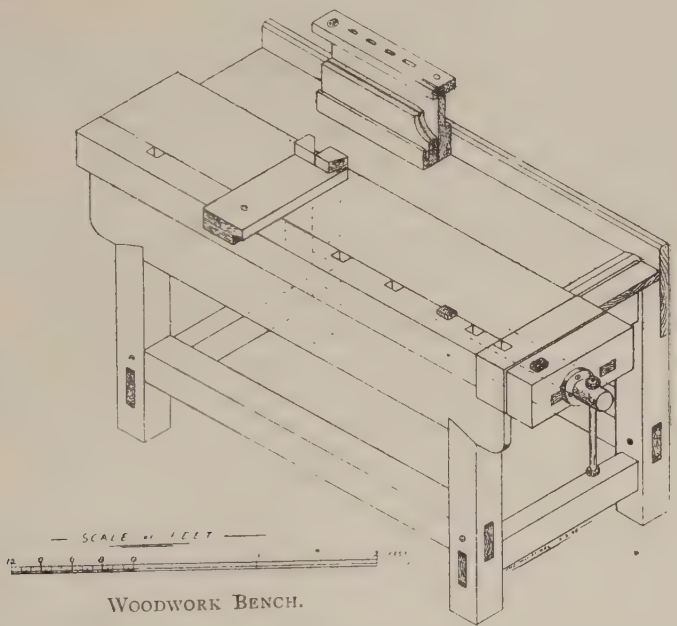
These, however, are minimum dimensions, and it will be found convenient to have more ample space, allowing the pupils to be brought out from the benches for demonstration and object lessons.

The Department advises that the instruction in Drawing, etc., shall be given by the Manual Instructor, and, if possible, in the Manual Room. Where this is done, provision should be made either by supplying ordinary school desk accommodation on a slightly raised gallery, or by having movable seats fitted to the work-benches.

For many reasons the first method is the better, and should, in every case of new buildings, be adopted where a separate room is

not provided for this purpose. There is some advantage in there being a separate room for the instruction in drawing, for the apparatus needed for that instruction does not in that case interfere with that required for the manual work, and, moreover, both sets of appliances can be kept fully employed, which is hardly practicable when they are in the same room.

Fixed blackboards are preferable to the easel type. They may be of the ordinary form, but not less than 6 feet 6 inches by 4 feet in size, one for each class of twenty lads, and fitted in rebated slips firmly attached to the wall opposite the lighted side; or a prepared black surface at least 3 feet 6 inches wide may be "worked" in plaster or cement throughout the full length of the room. *It is impossible to provide too much blackboard accommodation.*



Woodwork Bench.

The space between the blackboard and the floor is best suited for the "material" store racks or cases. If prepared wood is used, that is, machine-cut to certain sizes, to minimize waste, these cases may be enclosed with light framed doors.

A fairly large half-glazed cupboard, having twelve drawers, or lockers, below, is requisite for storage of finished work and work in progress, also drawing books and materials.

Approximately, the cost of this accommodation will be £250, calculating for the largest building and twenty single benches.

This type of woodwork bench will be found to answer all

requirements. It is strong, portable, and easily kept in repair. The framing is made of spruce; birch or beech being used for the vice cheeks, runners, and the front edge, the latter being securely fixed by four hard-wood 1-inch diameter dowels, and screwed to the 3-inch red deal top. The vice screw is of wrought iron, or steel, $\frac{7}{8}$ inch diameter Whitworth standard square thread, working in a gun-metal nut. The bench stops are of hard-wood, parallel throughout, a small spring being fitted inside each hole, to assist in retaining the stops at any desired height.

The deal top is rebated on the underside at each edge, to receive the "front board" and "well board" respectively; two grooves, 18 inches by $1\frac{5}{8}$ inch by $1\frac{1}{4}$ inch, to receive the vice cheek runners, and one, 18 inches by $1\frac{1}{4}$ inch by 1 inch, to receive the square thread screw, are also provided.

The tool rack holds a full set of boys' tools, viz., 4 chisels of different sizes, marking gauge, try square, tenon saw, striking knife or scribe, and 12-inch steel rule; the jack-plane being placed on the "cross strip" on the near side of the "well."

The sawing or bench hook shown on the bench top is an adjunct, and, when not in use, is placed in the "well" to the right of the jack-plane. The special form of the sawing end provides for the free use of the tenon saw when sawing thin material at various angles for inlay or parquetry work. The reverse end—cut off square—allows of square cross sawing, and prevents the saw from cutting into the bench top when it has passed through the material. These provisions in no way guide the direction of the saw.

If thought desirable, the underpart of the bench may be match-boarded, and the enclosed space used for storage purposes.

The "tool" equipment will necessarily vary with the system adopted. The following should be the minimum, (*a*) per boy, (*b*) per bench of six places, (*c*) per class of twenty or under, for a course of work including simple examples of joinery and cabinet work:—

(*a*) One jack-plane—sunk handle form.
One 6 in. try square.
One 10 in. tenon saw.
One beechwood marking gauge.
One 12 in. steel rule.
One marking knife or scribe.
One set of chisels—1 in., $\frac{3}{4}$ in., $\frac{1}{2}$ in., $\frac{1}{4}$ in.
One bench or sawing hook.
One handbrush.

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(*b*) Per six places:—
One try plane.
One smoothing plane.
One 10 in. try square.
One hand or panel saw.
One sliding bevel, 9 in. blades.
Two mortice gauges.
Two each $\frac{3}{8}$ in. and $\frac{1}{4}$ in. mortice chisels (reg.).
Two turnscrews.
Two hammers.
Three small mallets.
Two each of 1 in. and $\frac{1}{2}$ in. outside gauges.
Two „ 1 in. and $\frac{1}{2}$ in. inside „
Two worm gimlets, $\frac{1}{8}$ in. and $\frac{3}{16}$ in.
Two small bradawls.
One pair wing compasses.

(*c*) Per class of twenty or under:—
Two American braces.
Three bits, 1 in., $\frac{3}{4}$ in., $\frac{1}{2}$ in.
Three centre bits, $\frac{5}{8}$ in., $\frac{3}{8}$ in., $\frac{1}{4}$ in.
Two shell bits, $\frac{3}{16}$ in.
Three 1 in. sweep spokeshaves (boxwood).
Two iron spokeshaves.
One boxwood 2 ft. fold rule.
Two routers with $\frac{1}{2}$ in. and $\frac{1}{4}$ in. irons.
Three bow-saws 8 in. and 12 in. extra blades.
One iron-faced smoothing plane.
Three beechwood shooting boards.
Two oil stones and slips.
Five extra jack-plane irons.
One pint glue pot and stand and two brushes.
Three beechwood cutting gauges.
Two pairs 7 in. pincers.
Three nail punches, small size.

With careful supervision and re-working of undersized models the cost of wood need not exceed one shilling and fivepence each per boy per year.

Where large quantities of wood are consumed a considerable saving will be effected if provision be made for a small steam or gas engine plant, with circular saw at one of the centres, where the sizes required could be correctly cut from dry and well seasoned material bought in bulk and stored for future use. Great difficulty is experienced when contractors supply the prepared wood, in obtaining the correct sizes, quantities, and qualities.

VII.—Need of further Departmental Aid to cover Cost of Instruction.

As to the payment, we are now on the original scale of 1891, viz., 6s. or 7s. per head, which is in some cases paid on the equipment basis, without any consideration of the work done. The Education Department evidently do not approve of the "penny per hour" method of payment, with its limitation of fifteen attendances.

To say that even the full grant of 7s. per head approaches the cost of instruction would be absurd.*

Some combined effort should be made to remove this obstacle to progress. A maximum payment of 15s. per head, with a minimum of 12s. 6d. according to efficiency of instruction—not equipment—would be a fair remuneration for the work accomplished, and would tend to remove one of the difficulties of cost which now prevents the adoption of manual instruction in many districts.

VIII.—Defects in Legislation.

The permissive character of Manual Instruction is a defect which should have been removed when the subject came under the authorities at Whitehall. Manual Instruction has officially been in existence since 1891, and has long since passed the experimental stage; and even with its drawbacks, and professional defects already alluded to, it has become popular, and it has come to stay.

Beyond doubt a compulsory clause would have met with strong opposition in many quarters, just as the regulations as to compulsory drawing did; but such opposition is only temporary. The arguments used are usually too weak to stand attack, and it is not unusual to find the most bitter opponents finally assume the role of the enthusiast.

If manual training is to form a foundation of the future technical school practical work classes, is it not a serious defect in the Technical Instruction Acts of 1889-90 to debar payment being made by the local authority to School Boards and Voluntary Managers, for the instruction given to the lads in the standard divisions of their schools? Much of the preparatory work now performed in technical classes would be

* In speaking of covering the cost of instruction, the question all turns on how many complete lessons can be given during the school hours, and whether the drawing is done in the school or at the Manual Instruction Centre. Four lessons per day involves the sacrifice of the time usually devoted to Religious Instruction on the day the pupils attend the Manual Instruction Centre, with some extension of the ordinary school hours.

much more efficiently and economically done in the manual instruction rooms of the Elementary Day and Evening Continuation Schools. An amendment of the Acts is necessary before any thorough co-ordination is possible.

As to the qualification or fitness of persons to teach the subject, the Department, it would appear, either is not interested or holds no definite opinion, as evidenced by the studied omission of any instructions in the several circulars which have been issued from South Kensington.

Let us hope that the authorities at Whitehall will fully consider this defect and provide for a complete course of training, either at the various colleges under their authority, or at approved technical colleges in provincial cities, so that in the near future we may at least stand on a par with our foreign rivals in the matter of the efficiency of instruction relative to and applicable to staple industrial pursuits.

The defect of inadequate payment has been spoken of previously. Additional emphasis is now given to the appeal for immediate action and ultimate revision.

The itinerant system of inspection is also a matter requiring attention. The new conditions are not good considering the number of schools to be visited and reported upon by each of the four special inspectors. These gentlemen cannot do justice to themselves or the classes in the time they give to each surprise visit. A very large proportion of the time available is taken up in railway travelling, with the result that the reports made do not in any way adequately represent the actual working capabilities of either the instructor or his class, but usually reflects credit or discredit on the "room and its equipment," as being the safest matter to report upon. In the interests of the inspectors themselves, in the interests of instructor and child, and for the future well-being of the work, some alteration is most necessary.

It is a pleasure to record the success that is now attending the efforts of some of the larger School Boards to bridge over the space between the kindergarten of the infant department and the manual work of the upper standards. Where a properly-graded system of practical work is organised throughout the whole standards, experience shows that a much higher standard of work is possible, and that the scholars are much better prepared to take up either the definite science work of the schools of science or the technical studies of the evening classes of the technical schools and colleges.

IX.—Conclusion.

The question of relationship between the practical work of the Elementary school and that of the purely Technical school has not been dealt with fully in this paper. In the present chaotic state of the primary and secondary school question, and the administration of the same, it would not be wise to add fuel to smouldering ashes. We have, therefore, attempted to deal with the subject as it affects the future well-being of the primary school system of practical instruction, pointing out briefly the ulterior objects, the causes which have led to disagreement, and the suggested financial remedies which will tend to place the subject in its proper relative position, with Physics and Chemistry, in the curriculum of our Primary Schools. Those of us who have had the opportunity of forming an opinion by actual experiment and comparison are convinced of its value as a foundation for higher technical work, and as a means to maintain continued interest in knowledge seeking. The subjoined statistics give the latest figures as to number of schools, children, and grants paid by the Department of Science and Art since 1891.

Manual Instruction in Elementary Schools.

	Number of Schools examined.	Number of Scholars taught Manual work.	Total Grants paid for Manual Instruction.		
			£	s.	d.
Totals for 1897	1,271	106,423	25,781	4	2
„ 1896	1,069	85,220	19,530	5	0
„ 1895	910	67,470	16,307	10	0
„ 1894	576	30,096	8,041	4	3
„ 1893	353	17,875	4,894	18	4
„ 1892	169	8,905	2,352	0	6
„ 1891	63	2,568	600	13	4

Notes.

THE Annual Meeting of the Association this year will be held on the 16th and 17th May, at the St. Martin's Town Hall, Charing Cross Road, London. The proceedings will commence on the first day (Tuesday) at 3 p.m., and on the second day (Wednesday) at 10 a.m. Notices of Motion from Boards in Association should be in the hands of the Honorary Secretary on or before the 25th April.

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Although Mr. Robson's Bill for advancing the present age of half-timers from eleven to twelve years passed its second reading in the House of Commons by a majority of 258, it still has to encounter the difficulties which beset measures introduced by private members. It is hoped, however, that the Government will either adopt the Bill, or give time for its consideration.

There seems to be ground for believing that in agricultural districts, during the period of harvest, etc., some relaxation of the laws of compulsory attendance in the matter of the employment of children will, as suggested by Sir John Gorst, receive consideration. The whole question of child labour is dealt with at length in a special article in this number.

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It is understood that the Government will introduce into Parliament this Session a Bill dealing with the education of mentally-defective and epileptic children, and that the Bill will proceed on the lines of the recommendations of the Departmental Committee which reported last year; School Boards and other school authorities being given powers to defray the cost of the education and maintenance where necessary of afflicted children. The Departmental Committee recommended that the compulsory age of school attendance for these children should be from seven to sixteen years.

The provision made by the School Board for London and some other Boards at the present time is entirely permissive. When legislation comes into force it will no doubt be compulsory upon School Boards and other school authorities to make provision for the education of these children.

The Education Department for Scotland has issued a New Code, the first since the Department became the one central authority for education in Scotland. The Education Office for Scotland, although nominally under the control of the Lord President of the Council, is really directed by Lord Balfour of Burleigh (Secretary for Scotland) and Sir Henry Craik, the experienced Secretary of the Scotch Education Department.

The Science and Art Department have now ceased to have any connection with public education in Scotland. The new Scotch Education Code is a capital object lesson of the good work which is likely to be done when England enjoys the same kind of uniformity of central educational administration that has now come into force in Scotland.

That part of the Scotch Code which deals with the creation and regulation of higher grade schools deserves the careful consideration of our readers. We deal with this matter in another part of the present month's issue.

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In connection with the forthcoming estimates of the Government it is understood that the vote for education will exceed by £240,000 the vote of last year. The advance on account of day schools and fee grants will be more than £140,000, and the grants to necessitous School Boards, to training colleges, for teachers' pensions, and grants to evening schools will also show some increase.

On account of Science and Art there will be a growth of about £30,000.

In the case of Scotland, the increase of the vote for public education will be nearly £20,000, but in the case of Ireland there will be a decrease of £5,000.

We hope that the additional vote for evening schools will include the £12,000 per annum necessary to free them from the operation of the 17s. 6d. limit. We have not, however, yet seen any announcement of this, although the deputation which waited upon Sir John Gorst more than twelve months ago was assured that there existed no reason why this harassing method of reducing the grants earned by evening schools should be continued.

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From the statistics of Schools of Science which we print at length this month, it appears that out of 165 such schools enumerated in the calendar just issued by the Science and Art Department, sixty are under the control of School Boards, while of the 21,102 students under instruction, more than half, namely, 10,731, are found in the Higher Grade Schools conducted by School Boards.

As Schools of Science are practically the only Day Secondary Schools aided by Government grants, the preponderating instruction given by School Boards in Schools of Science affords one of the incontestable claims of School Boards to be properly recognised on any local authorities which may be constituted for the administration of Secondary Education.

This claim is strengthened by the fact that what is true of Schools of Science is also true of other forms of Science and Art instruction assisted by grants from the Science and Art Department. This was conclusively proved by the figures issued by the Hon. E. Lyulph Stanley in the autumn of last year.

Turning to other kinds of Secondary Education carried on in evening schools, we find from the returns of the Education Department (1896-7) that the average attendance in evening Continuation Schools conducted by School Boards was 107,517, and that grants paid to such schools amounted to £102,077 15s. 9d., whilst all other evening schools had an average attendance of only 72,083, and received in grants less than £60,000.

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In the February number of *The School Board Gazette*, it was stated that the regulations for Street Hawking, drawn up under the provisions of the Liverpool Corporation Act, 1898, had received the approval of the Home Office. We now find that these regulations are still under the consideration of the Home Secretary.

Child Labour.

I.—Introductory. II.—Factory Legislation, &c. III.—Regulated Child Labour—The Half-Timers. IV.—Unregulated Child Labour. V.—The Enquiry of the Women's Industrial Council. VI.—Education Department Enquiry. VII.—Report of the London School Board. VIII.—Proposals before the Country.

I.—Introductory.

A CONSIDERABLE amount of public attention is now being drawn to the question of child labour. It is a matter which closely concerns the work of the School Boards, seeing that these public authorities are more closely identified with all that affects the moral and physical welfare of the children than any other local authorities can be—not excepting even Boards of Guardians. The responsibilities of the School Boards affect all the children, whilst the responsibilities of the Poor Law Authorities are only directly concerned with the destitute, and those who through misfortune have to look to the public funds for maintenance and education. The work of education and due protection of the young must lead to the reduction of pauperism and crime, which are the proved results of ignorance. It is frequently said that so far as elementary education is concerned the state of affairs in this county has marvellously improved since the passing of the Elementary Education Act of 1870, and to a very large extent it is a true statement; but underneath the wonderful picture of progress that may be conjured up by the aid of statistics we shall find a great deal still to deplore if we carefully examine the present state of education. Both in the character and quantity of the school accommodation, and in the teaching profession things are now in a very different state to that of thirty years ago. This is specially true of the school accommodation. Where we fail is to secure the satisfactory attendance of pupils for the schools that have been provided. Among the greatest hindrances of school attendance is the unsatisfactory condition of child labour, particularly of that kind of child labour which is still unregulated and largely uncared for. On the part of the public there is a great deal of indifference, and on the part of many a serious amount of active opposition to any reform being

obtained, that will affect improvement in the school attendance. This is particularly noticeable in the rural districts, where compulsion is frequently a dead letter, in some cases members of School Boards themselves illegally finding employment for children, whilst at the best only a languid interest is taken in enforcing the bye-laws. Sir John Gorst, speaking at an Evening School prize distribution in a Cambridgeshire village a short time ago, said, "If foreigners are giving such attention to the improvement of the general intelligence of their peasantry, and to special instruction in the best modes of cultivating the land and giving food to the human race, how is it possible for us in England, in Ireland, or in Scotland to compete in the production of these various food articles with our foreign rivals unless we are at least as well instructed as they? There is no inherent defect in the English boy or girl as compared with the Dane or the French. On the contrary, the intelligence of the English and the other people who inhabit the British Isles is as great as that of any other people, and it is nothing but the defective state of rural education in the United Kingdom that keeps us back in the race. You ask me how this is to be remedied! The first thing is that the people of the country should learn these facts, and should themselves have the strong desire for the improvement of rural education —a desire so strong that the Parliament and the Government that presides over the affairs of the country will have to pay some attention to the public want." Whilst everyone will admit the truth of this as applied to the lack of interest in country places, it is not without its application to the urban districts. Did "the strong desire for improvement," which Sir John Gorst deems so essential in the matter of rural education, exist generally, it would no longer be possible for the existence of the wage-earning power of children to go on unregulated by Parliament, as is now undeniably the case with many thousands of children engaged in long hours of labour outside the factories and workshops which are regulated by Acts of Parliament. We have had painted in vivid colours the hardships of the half-timers—but they at any rate are passed by the doctor, have their hours of labour prescribed, their places of work regulated by the Factory Inspectors; and whether this work is or is not suitable for the age at which some of them are employed, it is at all events regulated and made conformable to statute.

With the unregulated form of child labour it is quite a different question. No attempt has yet been made by Parliament

to protect its victims, and nothing like the amount of public attention has yet been aroused which it will be necessary to excite before we may hope for legislation.

At the present time what there is of public interest is largely centred in the proposals of Mr. Kenyon, M.P. for Bury, which are that the age of half-timers in factories shall be advanced at once from eleven to twelve, and in three years to the age of thirteen.

Matters have so far progressed in this direction that by the vagaries of the Parliamentary ballot Mr. Robson, M.P. for South Shields, has secured the second reading of his Bill, which, however, does not go the length of Mr. Kenyon's scheme, seeing that it stops after advancing the age by one year.

As bearing upon the whole question, we shall now deal, in the first place, with the kinds of juvenile employment which are under the regulation of the law, and in the second, with the far more serious question of the unregulated employment of children as wage earners.

II.—Factory Legislation, &c.

The application of steam to the machinery invented by Hargreaves, Arkwright, Crompton, and others made Great Britain rise during the wars with Napoleon to the position of the greatest manufacturing country the world has ever seen. The distaff and the hand-loom would never have accomplished this even had there been the means of distributing the manufactured goods. The application of steam power to machinery led to the establishment of the factory system, and to the employment in mills and workshops of people, young and old, working together in one common employment. The large number of women and children engaged in factories led the State to assume its natural duty of protecting those who could not protect themselves in such matters as hours of labour, places of work, safety where dangerous machinery is used, and of the education for children employed. The first factory legislation was passed in 1802; subsequently, Acts of Parliament were secured in the reign of William IV., which were amended and extended in 1844. These Acts dealt with the half-time employment of children under thirteen and their schooling. It was not, however, in factories alone that the children suffered hardships which are now happily removed. The name of the Earl of Shaftesbury will ever be honoured for his work on behalf of women and children in pit and other employment.

With Lord Ashley (afterwards Earl of Shaftesbury) were associated in the early struggles on behalf of the workpeople, Michael Thomas Sadler and Richard Oastler, the former of whom maintained the cause in Parliament with unrivalled eloquence and energy—to quote Shaftesbury's generous words—efforts which culminated in the passing of the Ten Hours' Bill (1847), and a good deal of other legislation for the protection of women, young persons, and children.

Whilst struggling to obtain the amendment of the Factory Acts Lord Ashley's attention was drawn to collieries and mines. "Here, too, the evils brought to light, especially with respect to women and children, were appalling. Many women were found to be working in dismal underground situations, in such a way as tended to degrade them to the level of brutes. Children, sometimes not over four or five years of age, were found toiling in the dark, in some cases so long as eighteen hours a day, dragged from bed at four o'clock in the morning, and so utterly wearied out that instruction, either on weekdays or Sundays, was utterly out of the question. Often they were attached by chain and girdle to trucks which they had to drag on all fours through the workings to the shaft. The opposition were struck dumb by these revelations. An Act was passed in 1842, under Ashley's care, abolishing the system of apprenticeship, which had led to fearful abuses, and excluding women and boys under thirteen from employment underground."

"The treatment of 'climbing boys,' as the apprentices of chimney sweepers were called, was another of the abuses which he set himself to remedy. If the evil here was not so glaring as in the factories and pits, it was only because the occupation was more limited. Ashley obtained an Act for the protection of the apprentices, and many years afterwards, when some laxity in the administration was discovered, took steps to have it more rigidly enforced."*

III.—Regulated Child Labour.—The Half-Timers.

The following is a summary of the various provisions of the law, whether local or imperial, which affect the employment of children:—

No child under eleven years of age may be taken into regulated employment.

No child can be employed in a mine under the age of twelve, and no girl can be employed below ground.

* *Dictionary of National Biography*, Vol. XII., p. 134.

A child between the ages of eleven and thirteen who has reached the standard of proficiency fixed by the bye-laws of the district for partial exemption may be employed half-time if the employment be necessary and beneficial.

No child under thirteen years of age can be employed full time in a factory or workshop, nor can a child of thirteen be so employed unless he has passed Standard V., or obtained a certificate of previous due attendance.

In any other employment than a factory or workshop, a child of thirteen may work full time on having passed Standard IV., or obtained a certificate of previous due attendance.

No child who by the bye-laws of the district is required to attend school full time can be employed under the Factory and Workshops or Mines Acts.

But a child between eleven and thirteen years of age may be employed half-time in a factory or workshop (or between twelve and thirteen in a mine) if he has reached the standard fixed by the bye-laws of the district for partial exemption from attendance at school.

A child between thirteen and fourteen years of age may be employed half-time in a factory or workshop, even though he has not reached the standard of proficiency or of previous due attendance, provided he be actually attending school half-time.

The Prevention of Cruelty to Children Act, 1894, prohibits employments in the evening, except under certain conditions, but nothing in this Act affects the provisions of the Elementary Education Act, 1876.

The recent agitation for the extension of the age of half-timers seems likely to succeed, to a certain extent. The present age, viz., eleven years, was advanced from ten in 1891, and Mr. Robson's Bill, which passed its second reading on the first of the present month by a majority of 258, advances the age from eleven to twelve.

The factory half-timer has to be at work at 6 o'clock in the morning for each alternate week. Winter and summer, wet or dry, the boys and girls must be at the factory. Another week they go to work from 1.30 to 5.30. They work until noon, with an interval of half-an-hour for breakfast. At 2 o'clock in the afternoon, or 9 o'clock in the morning, they go to school, according as they work in the factory, morning or afternoon, not in the best condition for imbibing learnings.

They work as "tenters" (attenders), helping the man or woman weaver, their principal work being to watch the

warp, and catch up broken threads, tying their broken ends together so deftly that the knot is invisible in the woven fabric. There are also "piecers," "knotters," and "doffers," and these children earn on an average from two shillings to three shillings per week until they are thirteen and are able to work full time, when their wages, of course, considerably advance. In the case of a weaver the earnings depend chiefly on the number of looms and the quality of the material.

Collective family incomes in households where half-timers are found sometimes reach as much as seven pounds per week. The average family income is three pounds ten shillings.

Sent to work at the most critical age in a child's life, the physical condition undoubtedly suffers. Child for child, they are not equal to the ordinary school children. They suffer sad detriment through these intermittent morning and afternoon attendances at school.

Whilst we rejoice at the prospect of the half-timers' age being raised to twelve, the satisfaction is greater, owing to the knowledge of the fact that the system is dying, largely owing to the better feeling of the work-people themselves.

Mr. James Kenyon, M.P. for Bury (Lancashire), himself a large manufacturer, has taken a great interest in the question of increasing the age of half-timers. He would advance the age now to twelve, with the prospective restriction that in three years' time it should be fixed at thirteen, practically abolishing the system, as recommended by the Association of School Boards. Mr. Kenyon advocates the change on the ground of the benefit that would ensue to Technical Instruction. By greater attention to the schooling of her children, Germany is far ahead of this country. In the near future, this means even greater stress of competition in trade with our foreign rivals than we now suffer from.

The whole matter of half-time employment, from the point of view of the welfare of the child, is admirably summed up in the words of one who himself has been a half-timer, and having children of his own, was asked whether he had sent any of them to a like occupation, "I could not. I observed carefully, and came to the conclusion that early life in the factory meant diminished health, and arrested growth, and stunted education. Comparisons with those that don't work in the mills showed me this. With all this before me, I looked at my children, and my mind was soon made up. I said, 'So long as I can earn sufficient to keep them, so long I will not let them go to the mill as half-timers, but let them have all the joys and advantages that belong

of right to child-life. And that, I think, is a right rule for fathers to take up." *

IV.—Unregulated Child Labour.

We have been considering the case of the children for whom Parliament and Local Authorities have secured protection—those who are under the care of the Factory Inspector—and on whose behalf the magistrates and the law enforce the observance of regulations by parents and employers. We now turn to consider the case of those unfortunate children for whom the law cares little or nothing, and who, in many cases, find in their parents—who should be their best friends and protectors—their worst enemies. It took years of agitation and eloquent appeal for men like Lord Shaftesbury to redress the wrongs of the pit children and the climbing boys, and apathy to the evils that surround many of the children of the poor is still a great hindrance to progress, but we think the conditions necessary to secure reform are better than they were in the days when Mrs. Browning wrote :—

"And well may the children weep before you!
They are weary ere they run;
They have never seen the sunshine, nor the glory
Which is brighter than the sun.
They know the grief of man, without its wisdom;
They sink in man's despair, without its calm;
Are slaves, without the liberty in Christendom;
Are martyrs by the pang without the palm;
Are worn as if with age, yet unretrievingly
The harvest of its memories cannot reap;
Are orphans of the earthly love and heavenly.
Let them weep! Let them weep!"

We believe we live in a generation more keenly alive to the claims of common humanity than ever was yet known. We have the invaluable assistance of an enlightened press, and public school authorities, whose sympathies are being every day stimulated to action by a greater degree of public interest in the vital question to the country involved in the welfare, educational and physical, of her children.

The kinds of unregulated employment of children of school age outside school hours may be divided into three classes :—(1) Children who work for wages, and who are engaged—in the case of boys—in such work as delivering newspapers for newsagents, the selling of milk, greengroceries, etc., working in barbers' shops, taking round "sporting tissues" to public-houses,

* *The Child's Labour Question.* "*The Daily News*" Office, 1899.

and other miscellaneous employments; in the case of girls may be mentioned nursing, house-cleaning, and going errands for people other than their parents; (2) children who work in their own homes, making or preparing for sale various kinds of articles, most of them of the sort which command the lowest rate of pay, notably box-making, brush-making, artificial flower-making, steel-covering, paper bag-making, hand sewing and sewing machine work; (3) the class of juvenile traders who sell newspapers, matches, toys, flowers, fruit, cheap books and songs, etc., on the streets.

Some of these employments are fraught with the greatest danger to the morality of the children engaged in them, notably in the cases of the boys who deliver "sporting tissues" to beer-houses in low neighbourhoods, and to the miserably-clad and in many cases delicate children who excite the thoughtless charity of the public by vending various articles upon the streets in all kinds of weather, and frequently at untimely hours of the night. Where the morals of the children are not in danger their health invariably suffers by the long hours during which these little toilers work, in rooms vitiated by the fumes of methylated spirits and many of the other nauseous compounds which enter into the manufacture of various kinds of articles which are produced for starvation prices in the homes of the degraded districts of our great towns. Owing to the way in which the poor are crowded together, which in thousands of families means living in one room, the already vitiated air is still further contaminated by the kind of work carried on. School attendance officers are familiar with the dreadful surroundings of many such so-called homes, where the children suffer through the drunkenness and depravity of those who should be their natural guardians. Statistics of mortality tell a terrible tale of the sacrifice of children's lives. The pinched old look so frequently to be noticed on the faces of children in many of the public elementary schools in low neighbourhoods is clearly traceable to the long hours of labour these little ones have to endure outside the time of school attendance. All the evils which the Factory and Workshop Acts are framed to combat with in recognised places of industry are rampant and wholly unchecked in the cases of these child workers. In their case no factory doctor examines as to their fitness for labour; no factory inspector sees that they have regular hours for their meals, regulates the cubical contents, the ventilation, and the sanitary arrangements of the places in which they work, or sees to the limitation of their hours of toil. For them the law takes no

care, and, if they survive, many of them become, in after life, men and women of stunted growth, miserable physical development, a prey to loose morals, and the material which goes to feed the ranks of the criminal, degraded, and abandoned classes; fathers and mothers in time, it may be, of generations of sufferers doomed to the same sad experience. Such children are not only objects of commiseration, but they are a real danger and burden to the community at large. Our prisons and workhouses are full of these derelicts whom the State in blind complacency has ignored, and for whose protection it has practically taken no steps in the days of youthful helplessness.

"The children of the State," as those are called who are to be found in our certified Industrial Schools and Poor Law Schools, are looked after in the matter of their education, are clothed and fed with scrupulous care, whilst many who have not so been taken in hand, are allowed to struggle on as best they may, to bear their daily load of toil, and never to know what it really means to enjoy the happiness and play which are the birthrights of every child.

V.—The Enquiry of the Women's Industrial Council.

Public interest is now happily being aroused in this question of child labour. The highest credit is due to Mrs. Hogg and the Women's Industrial Council, who have done so much to bring to light the evil which exists. Two years ago an enquiry was set on foot by the Council, in order to obtain information as to the extent of the employment of school children. Particulars were obtained from fifty-four Public Elementary schools, differing in locality, as well as in the poverty and industrial pursuits of the districts.

Out of 26,000 children, of whom particulars were obtained, it was found 729 boys and 523 girls, total 1,252, or five per cent., were ascertained to be employed for wages, and the following list shews the nature of the employment:—

Boys—

Newspaper delivery...	102
Shops	313
Errands	134
Street selling, hawking	56
Minding carts, vans, and barges	16
Sweeping schools	13
Work at private houses	22
Carrying and loading coal	15

Fur-work, flower, stay, box, mat, and wire-work	17
Mangling, rag sorting, pressing	9
Post office	2
Wood chopping, lamp cleaning	8
Furniture polishing	4
Stable work	7
Carpentering, cabinet work	3
Jewellery	3
Minding children	3
Dog fancier, ticket boy at theatre	2
Total ...	729
GIRLS—	
Sewers and machinists	18
Quill winders, paper bag makers, steel coverers, brush makers, book folders, and artificial flower makers	35
Jet workers, fur workers, and polishers ...	13
Street sellers...	9
Singers and dancers	3
Boot sewers	9
Matchbox makers	17
Fancy box makers	16
Assisting in shops	5
Manglers	4
Baby minding	135
House cleaning	115
Errands	140
Miscellaneous	4
Total ...	523

A large number of these children were under eleven years of age, and had not passed Standard IV. The employment varies in the number of hours engaged. Some startling figures are given in the more complete report, since obtained by the London School Board, particulars of which are given under heading VII. of this paper. In an interesting paper, contributed by Mrs. Edith F. Hogg to *The Nineteenth Century*, for August, 1897, information is given of some of the cases reported on by the Women's Industrial Council.

"A boy chops lump sugar for an uncertain number of hours for 2d. every evening; another cuts chaff for apparently the same time, for 4d. a week. R. A., aged 10, serves at a second-hand clothes stall, in the street, from 8 a.m. to 12 p.m. on

Saturdays, for 6d.; S. P., aged 12, serves at an oilman's every night till 10 o'clock, for 3s. a week. . . . A barber's boy, whose hours are from 5 to 10 p.m. daily, and all Saturday and part of Sunday, makes 2s. 6d. and food."

Taking the case of the girls, Mrs. Hogg states that "M. B., aged 10, minds a baby for 6½ hours daily and 13 hours on Saturday, for 6d. and food. L. N., aged 9, for 2 hours daily, and 11 hours on Saturday, for 2d., without food. S. E., aged 9, for 5 hours daily, all Saturday, and all Sunday, for 6d. B. P., aged 7, helps a landlady "to clean," for several hours daily, for a "few pence a week." F. C., aged 12, for 2 hours every day, for 1s. G. S., aged 11, serves every night for 4½ hours in a shop, for 1s. C. D. turns a mangle for 3½ hours daily and for 10 hours on Saturday, for 2d. and her food."

Turning to home industries:—"S. P., aged 9, works for 4 hours daily at quill-winding, and makes 6d. L. E., aged 10, does needlework for the same number of hours for 3d. Children of 7 to 10 years of age work 5 and 6 hours a day at artificial flower-making, getting for daisies ¾d. a gross, for other flowers 1d. to 7d. per gross. Steel covering, also done by children of 10, is paid at the rate of 2½d. to 3½d. per gross; and children work before school, mid-day, after school, and all Saturday for 8d. Matchboxes are paid at the rate of 6d. for the same hours, though we find a child of nine working 6½ hours daily, five of them *after* school, for 2d. a week. Fur-work and jetwork bring them in about 6d. to 1s., according to age; fancy box-making from 1d. to 6d. per gross; paper bags 4d. per 1,000: at this we find a child of eight working two hours daily for 2d. a week. On the other hand, a girl of 12, employed as a brushmaker for 5½ hours, returns her wages at 3s.; one of 14, a beadworker working for five hours a day, at 2s. 6d.; and one of 12, a trouser maker, working four hours a day, at 1s. 6d."

As might be naturally expected, a great many of these children are irregular in their attendance at school, and even feeble-minded children attending special centres are kept from school occasionally to work. Mrs. Hogg remarks that very few of the employments teach anything that is useful or can in any sense be called a training, and that the employments are the worst paid of any in existence.

The effect on the children's work at school is of the worst. Take, for instance, the case of a child of nine "who works regularly at matchbox-making till 9 o'clock or later, a regular attendant at school, but *sometimes drowsy*"; or of another "of

ten who works till 12.0 o'clock every night and is *very often unfit for her lessons.*"

The inquiries of the Women's Industrial Council resulted in a deputation, which was received by Sir John Gorst on the 2nd of March, 1898, when the information that had been obtained was laid before the Authorities of the Education Department. Sir John Gorst pointed out the difficulties in the way of getting reform, but the efforts of the Council were not without success, for shortly afterwards a circular letter was issued by the Education Department to all public elementary schools.

VI.—Education Department's Enquiry.

In the circular issued by the Department to correspondents of Public Elementary Schools, it is stated that "the attention of their Lordships had been directed to the employment of children attending school full-time, at work out of school hours.

"Such employment, unless carefully guarded, is likely to endanger the health of the children, and to injure substantially the general education of the people. Some isolated instances of the excessive employment of full-time scholars have come under the notice of this Department. But my Lords have at present no information that will enable them to form a correct opinion of the extent to which such excessive employment prevails. They will, therefore, be obliged if you will be so good as to fill up the enclosed Schedule to show, as regards the children in full-time attendance at your school, the number of children known to be working for wages, or employed for profit, with their ages, standards, occupations, hours of work, and rates of pay.

"When the Schedule has been completed, I am to request that you will be so good as to forward it to this Office in the envelope enclosed for that purpose."

Schedule to Circular 415.

.... School.

Administrative County.....

Return of Children on the Books of the above School as full-time Scholars, known to be working for wages, or employed for profit, with their ages, standards, occupations, hours of work, and rates of pay.

Name .....

Age..... .....

Standard .....

Occupation .....
Hours employed per week .....
Rate of pay per week.....

———

The returns are now being tabulated, and will shortly be issued as a Parliamentary Paper. Pending the issue of this important return some interesting information has been published by the School Board for London.

VII.—Report of the London School Board.

The following extracts are taken from the report of a Special Committee, brought before the Board at a meeting held on the 16th of February last:—

The School Accommodation and Attendance Committee reported:—It will be remembered that the Board agreed, on 7th July, 1898, to instruct the School Management Committee to direct the teachers, when preparing their Return to the Department as to the extent to which school children were engaged in work out of school hours, to report directly to that Committee the number of children who were working more than nineteen hours a week, with the nature of employment, and the wages paid in each case. This Return has been brought before the Committee, who have deputed their Vice-Chairman to draft a Report upon it, with a view to some action being taken, in order, as much as possible, to remove the excessive employment of children of school age. The Report which Dr. Macnamara has drafted is now presented to the Board. Acting upon this Report, the Committee have decided that it is desirable to limit the out of school employment of school children; and in order to do so, they consider it necessary that the Board should make a representation to the London County Council with a view of determining the limitations of such employment and the powers which it will be necessary to obtain to enforce such limitations.

A Report upon the employment of children out of school hours has been drafted by Dr. Macnamara, and from this we make the following extracts:—

"The returns sent in under the Board's resolution of 7th July have been sent to me for consideration and report. And in the first place I point out that these deal (*a*) with Board Schools only; (*b*) with the children only who, as already said, work in their out-of-school hours more than nineteen hours a week.

"It will further be observed that no report has been received

from more than three-fourths of the schools. It may be presumed that in these non-reporting schools the teachers could find no children whose cases came within the scope of the inquiry. The presumption, however, would scarcely be well founded. Surely there are more than eight schools in the Tower Hamlets Division, for instance, where children would be employed out of schools for more than nineteen hours per week.

* * * * * * * *

"SUMMARY.

"This return shows that:—

"1,143 children work from nineteen to twenty-nine hours per week,

"729 children work from thirty to thirty-nine hours per week,

"And 285 children work forty hours and above per week.

"Of these, 309 children are employed at house-work and domestic work for 8,309 hours per week, and receive a total sum of £21 9s. 3½d., which is an average of twenty-seven hours each child at ½d. per hour;

"719 children are employed at newspaper and milk delivery for 21,662 hours per week, and receive a total sum of £24 1s. 10d., which is an average of thirty hours each child at 1d. per hour;

"1,056 children are employed at shop and factory work and errands for 31,923 hours per week, and receive a total sum of £121 4s. 11d., which is an average of thirty hours each child at 1d. per hour;

"And sixty-nine children are employed at various other employments for 2,001 hours per week, and receive a total sum of £9 12s. 6d., which is an average of twenty-nine hours each child at 1¼d. per hour.

"In some cases meals are allowed to the children in addition to the payment.

"An examination of the individual returns:—

"*A.—Typical Returns from Boys' Schools.*

"A more accurate appreciation of the bearings of this problem will be gathered from an examination of the individual returns sent from each school. I therefore select seven fairly typical returns sent from boys' departments in seven different School Board divisions."

[The schools included were the Lillie Road Boys' School, Chelsea; the Yerbury Road School, Finsbury; the Creed Place School, Greenwich; the Rendlesham Road School, Hackney; the

New Road School, West Lambeth; the Aldenham Street School, Marylebone; the Ricardo Street, Poplar, School, Tower Hamlets.]

"From a study of these individual school returns it will be seen that the occupations which are most largely responsible for the out-of-school labour of the boys are the delivery of milk, the selling of newspapers, the running of errands for shopkeepers, and the performance of odd jobs in barbers' shops. Many of these occupations commit each boy to over forty hours' labour per week.

"To take the return for the Yerbury Road School, Finsbury, only, we get the following:—As newspaper seller, fifty and a half hours per week. As errand boy, fifty-nine hours. As newspaper seller, sixty-three hours. As errand boy, fifty hours. As errand boy, sixty-eight and a half hours. As milk boy, fifty-three hours. As milk boy, fifty-seven and a half hours.

"The statement made by the Head-master of the Aldenham Street School, Marylebone, should be noted. It is to the effect that a boy who works for an undertaker twenty-three and a half hours per week 'helps in measuring corpses,' and receives a shilling a week as the wage for his gruesome labours.

"The comment added by the Head-master of the Lillie Road School, Chelsea, is also worthy of serious consideration. He says:—

"'The boys assisting in the delivery of milk are up, as a rule, by five o'clock, and present themselves late at school. As a consequence they are more asleep than awake during the afternoon session. Those engaged in newspaper selling are out in the streets till a very late hour.'

"This comment is repeated in substance by the Head-master of the Charing Cross Road School in the Westminster Division. He says:—

"'Some of the above are so tired when they come to school in the morning that the teacher has enough to do to keep them awake.'

"It will be observed that in many cases the occupation followed by these boys is thoroughly regularised, and will not fall into the category of occasional employment, such as occasional work for father or mother, running errands now and then for shopkeepers, minding neighbours' babies, doing occasional domestic work, and so on. In this respect the out-of-school labour of the boys mainly differs from the out-of-school labour of the girls, whose employment is not, in most cases, so regularised, and does not cover so many hours.

"*B.—The Cases of individual Boys.*

"Before leaving the question of the out-of-school labour of the boys, it is possible to give the precise hours worked by each boy in sample cases. To this end I put in the following return. All these cases are from the one school in the Greenwich Division."

[Return follows.]

"I have also received the following statement through the Tower Hamlets Divisional Committee respecting the case of H.O., a boy in the 4th Standard, at the Baker Street School, Stepney, and aged eleven. He is employed, so it is alleged, by a local greengrocer. The following is a statement of his hours of labour out of school, with the wages he receives:—

"Every morning, 8 to 9; every dinner-time, 12.30 to 1.45; every night, 4.35 to 10 p.m.; every Saturday, 8 a.m. to 12.30 a.m. Sunday morning; every Sunday, 11 a.m. to 2 p.m.; wages, 1s. 6d. weekly; breakfast, dinner, and tea, one penny allowed for supper. Total time at work per week, 57¾ hours."

"*C.—Typical Returns from Girls' Schools.*

"These are not so numerous, nor do they seem to show that the out-of-school employment of girls is so systematic or customary as in the cases of the boys. I put in two fairly sample cases, the one from the Greenwich Division, and the other from the Hackney Division."

[The schools are the Regent Street Girls' School, Greenwich, and the Maidstone Street Girls' School, Hackney.]

"*General Comments.*

"The first comment, of course, which everyone would make would be respecting the monstrous injustice which much of this out-of-school labour inflicts upon the children. Recreation and rest would seem to be almost unknown terms, to many of the boys especially; and it would be impossible to over-state the extreme unwisdom from the purely communal point of view of submitting the constitution and physique of the children to such terrible strain as is herein involved. Assuredly a great many of them must break down. Probably some die as a direct result of

the severity of the toil inflicted upon them during their early years; and certainly many more of them must become a permanent and heavy charge upon the public purse, because of the physical incapacity resulting from the rigour of their early experiences. No doubt the extreme poverty of many of the parents makes the few pence that the child earns a very material consideration; but, no doubt, again, the necessity to secure those few pence is the result in some cases of parental thriftlessness, drunkenness, and worthlessness.

"Again, this employment of school children out of school hours is in many cases probably the result of the thoughtlessness that is consequent upon established custom; the publication of this statement may possibly cause numbers of working class parents to think about a matter which previously received little or no consideration. Not only in London, but all over the country, and not only in this matter of the out-of-school employment of children, but also in respect of the drafting off of young children to the factories, the workshops, the mills, the pit banks, and even the coal pits themselves, the unthinking adherence to established rule is responsible at the present moment for much injury to the children. I decline to believe that any appreciable section of the people is wantonly unkind to its offspring. On the other hand, I feel confident that the public ventilation of this grievous injustice will be enough to secure amelioration in many cases."

VIII.—Proposals before the Country.

With regard to *Half-timers*, the Bill, which has passed its second reading in the House of Commons, proposes that on the 1st of January, 1900, the age shall be raised from eleven to twelve years. Legislation has already been obtained by the Corporation of Liverpool for licensing and regulating the conduct of juvenile street hawkers in the case of boys up to the age of fourteen years, and in the case of girls up to the age of sixteen. These powers are now being sought by Manchester and other large towns. What is wanted is that such regulations of street hawking by children should be made general for the whole country.

With regard to other kinds of labour in which children are employed, and which are now unregulated by the law, it is

desirable that County Councils* should have powers prohibiting children of tender years working for gain, and regulating the employment of all children.

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*The Shop Hours Act, 1892, is carried out by the County and Borough Councils. The following are the provisions which, of course, are intended to apply to young persons past the school age:—*Shop Hours Act*, 1892. By the provisions of this Act—No person under the age of eighteen years can be employed in retail and wholesale shops, markets, stalls, warehouses, licensed public-houses, and refreshment houses, for a longer period than seventy-four hours, including meal times, in any one week. Employers are liable to a fine not exceeding one pound for each person so employed. Employers must exhibit in a conspicuous place a notice setting forth the provisions of this Act. County or Borough Councils may appoint inspectors for the execution of this Act.

Commercial Education.

THERE has just been issued by the London Chamber of Commerce the report of a Special Committee, appointed to consider and report on the special agencies which exist in London for giving "Commercial Education," and to suggest places, &c., for establishing other agencies and increasing the efficiency of those already in existence. We append a copy of the recommendations, merely remarking that we think it is a pity that the Special Committee should not have dealt more fully with the facilities afforded by the Evening School Code for the establishment of Special Evening Schools, where instruction bearing upon Commercial requirements may be so efficiently supplied, and, further, with the work that may be done in Higher Grade Schools. The leading examinations of the Country in Commercial Knowledge are those conducted by the Society of Arts, and at these Examinations the Evening Schools of many of the leading School Boards have obtained positions of distinction, as is shown by the following summary of the results of the last Society of Arts examinations (May, 1898).

RESULTS—SOCIETY OF ARTS EXAMINATIONS IN LANGUAGES, BOOK-KEEPING, AND SHORTHAND, &c., 1898:—

	Number of Candidates who Passed.	1st Classes.	Medals.	Prizes.	Total Number Examined.
Evening Continuation Schools, &c., conducted by School Boards	1,169	88	4	5	1,517
All other Schools sending in Candidates ...	4,601	419	31	11	6,119
TOTALS ...	5,770	507	35	16	7,636

Many thousands of School Board evening students would sit at these Examinations but for the fee, which is sufficiently high to be prohibitive in many cases of working lads.

The following are the Resolutions of the Special Sub-Committee of the London Chamber of Commerce:—

(*a*) That further and better provision for commercial education is urgently required in London, and that it should be the object of the Technical Education Board, so far as its resources permit and

so far as is consistent with due regard to other claims, to assist in supplying this need.

(*b*) That the commercial education required is of several distinct grades, and must be adapted to the different needs of many distinct groups.

(*c*) That to meet the needs of those who enter business offices about the age of fourteen, day continuation schools are required, which should give a two years' course of training specially adapted for commercial life; and that some of the Board's Junior County Scholarships should be tenable at such schools.

(*d*) That it is desirable that there should be in many of the public secondary day schools in London of the second grade departments devoting themselves primarily and avowedly to the preparation for commercial life of boys who will leave school at sixteen; that in such departments, while a good general education should be given, special attention should be devoted to modern languages, in such a way as to turn out pupils able to speak and correspond fluently in at least two modern languages; to the teaching of arithmetic so as to secure perfect facility in the use of the metric system, and to ensuring a good general acquaintance with the commercial geography of foreign countries.

(*e*) That negotiations be entered into with a view to the development of such a department in one or more of the existing Public Secondary Schools of the second grade.

(*f*) That it is desirable that there should be provided in London, in at least one public secondary day school of the first grade, a department devoting itself primarily and avowedly to the preparation for business life of boys leaving school at eighteen or nineteen; that the curriculum of such department should not lead up to a classical or mathematical career at the Universities, but should qualify its pupils either to enter the higher ranks of commercial life or to pursue an advanced course of study in the economic and commercial faculty of the new London University, or in other institutions of higher commercial education.

(*g*) That negotiations be entered into with a view to the development of such a department in one or more of the existing public secondary schools of the first grade.

(*h*) That it is desirable that a certain number of intermediate county scholars should hold their scholarships in the commercial departments of second grade and first grade schools, when such departments have been established.

(*i*) That it is desirable that full and express recognition should be given to higher commercial education in the

re-organisation of London University, and that it be referred to the special Sub-Committee of the Board dealing with the University to consider whether it would not be wise to urge on the Commissioners the establishment from the first of a separate faculty of economic and commercial science; the provision of endowed professorships in the various subjects of higher Commercial Education; and such arrangements as will facilitate and encourage those designed for or engaged in the higher ranks of business to take advantage of University teaching.

(*j*) That it is desirable that a certain number of senior county scholars should go through a University course in subjects of higher Commercial Education; and that, in addition, travelling scholarships be offered to enable teachers of some experience to study in higher Commercial Institutions abroad, in order to qualify themselves as teachers of commercial subjects.

(*k*) That efforts be made by the Board to extend, improve, and co-ordinate the teaching of commercial subjects in evening classes, especially in such departments as foreign languages, the metric system of weights and measures, economics, commercial history, and geography, shorthand, and book-keeping; and that it be referred to the Polytechnics Sub-Committee to consider the desirability of obtaining a special report on the extent, quality, and results of the classes in these subjects at the several Polytechnics.

(l) That special efforts be made by the Board to obtain the co-operation of representatives of different branches of the business world in carrying out this programme; and that negotiations be entered into with the London Chamber of Commerce, the Institute of Bankers, the Institute of Actuaries, and other associations holding examinations in commercial subjects, with a view to securing their co-operation, especially in obtaining the recognition by commercial men of "leaving certificates" and in securing a closer union between the teaching and examining bodies.

The new dignity that will be added to commercial subjects by their inclusion in a University scheme, a large provision of competent teachers intimately acquainted with the needs of commercial life, and the possible foundation of a scheme for commercial certificates granted on evening studies, as well as on day studies, might in the opinion of the Sub-Committee assist materially in bringing about the desired improvements in Commercial Education. On the last of these points, as on many others, much may be looked for from co-operation between Educational Authorities and bodies such as the London

Chamber of Commerce. Half the difficulties of the situation would be solved if the schools were brought into close touch with business men. The Conference held last Summer in the Guildhall gave hopeful signs of the possibility of such correlation, and the Sub-Committee hopes that in the near future the two forces will be seen working together in developing a thorough and practical educational scheme.

Schools of Science.

CALENDAR, HISTORY, AND GENERAL SUMMARY OF REGULATIONS OF THE DEPARTMENT OF SCIENCE AND ART, 1899.

THE Calendar, History, and General Summary and Regulations of the Science and Art Department was issued last month, and differs from its predecessors mainly in two points. One of these is the absence of all particulars with reference to Science and Art instruction in Scotland, this branch of work being placed last year under the control of the Scotch Education Department. The other point is the omission of a very handy and valuable table, viz., the list of Schools of Science, which in the 1898 Calendar was to be found on pages 213 to 217. This list is no longer given separately, and the Schools of Science are included in the general table of Science and Art Schools and Classes.

We have always thought this list such an interesting and instructive one to School Boards—especially at the present juncture—that we greatly regret its omission, so much so, that we have gone to some little trouble to take out from the general table of Science and Art Classes those figures relating to Schools of Science, and we print them in the following pages. The list shows the school number, county, name and situation of the school, the date when it was established as a School of Science, the names of the secretary and of the head teacher, and the numbers under instruction in each case.

The most interesting features of the list may be summarised as follows:—The number of Schools of Science in England and Wales at the present time is 165, as against 158 in the Session 1897-98. Of the 158 Schools of Science recognised by the Department in 1897-98, nine (four of them Board Schools) are no longer carried on as Schools of Science. On the other hand, sixteen new schools were recognised in 1898, and of these six were under School Boards. These six new schools were—(1) Higher Grade Board School, Guard Street, Workington; (2) Higher Grade Board School, Victoria Road North, Southsea, Portsmouth; (3) Higher Grade Board School, High Street, Heckmondwike; (4) Blackheath Road Board School, Greenwich, London; (5) Burghley Road Board School, Kentish Town, St. Pancras, London; and (6) Higher Grade Board School, Ferndale, Glamorganshire.

The total number of scholars under instruction is 21,102, against 19,231 in the preceding year. Of this number 10,731, or 50 per cent. of the whole, are in the sixty Schools of Science conducted by School Boards.

LIST OF SCHOOLS OF SCIENCE IN ENGLAND AND WALES, FOR THE SESSION 1898—1899.

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9190	Berkshire ...	Wantage	King Alfred's Grammar School	1898	M. Wheeler	F. Shervill, M.A. ...	40
9103	Cambridgeshire	Cambridge ...	Perse Grammar School	1895	A. P. Nixon	H. C. Barnes Lawrence, M.A.	70
9044	Cheshire ...	Chester	Technical Day School, Grosvenor Museum ...	1892	G. R. Griffith	J. A. McMichael, B.A., B.Sc.	55
9157	,, ...	Runcorn	Technical Institute, Waterloo Road	1897	E. Marshall	T. A. Lawrenson, M.A., B.Sc.	50
9026	,, ...	Stockport	Technical School, Wellington Road	1890	R. Gray	R. J. Brown, M.Sc. ...	85
9147	,, ...	Winsford	Verdin Technical School	1896	J. H. Cooke	D. Willott	60
9133	Cumberland ...	Carlisle	Grammar School, Strand Road	1896	S. Cartmell	F. J. R. Hendry, M.A. ...	85
9178	,, ...	Workington ...	Higher Grade Board School, Guard Street ...	1898	G. B. McKay	J. H. Jenkinson	80
9129	Derbyshire ...	Bakewell	Lady Manners School	1896	W. H. Heathcote ...	C. J. Mansford, B.A. ...	60
9076	,, ...	Clay Cross	Higher Grade and Technical School	1894	J. H. Unwin	F. Cowling	76
9045	,, ...	Derby	Higher Grade Board School, Gerard Street ...	1892	W. Cooper	W. G. Constable, B.A., B.Sc. Miss M. J. Keay	204
9106	,, ...	Dronfield	Grammar School	1896	D. Wightman	C. C. Baggaley, B.A. ...	36
9061	,, ...	Heanor	District Technical School, Heanor Hall ...	1893	H. Grassby	R. Stoddard, B.Sc. ...	90
9029	,, ...	New Mills	Board School, Spring Bank	1890	E. Godward	J. A. Nichols	61
9052	Devon	Plymouth	Municipal Science, Art, Technical Schools, Tavistock Road, Section A.	1892	T. W. Byfield	J. B. Brown, B.Sc.	120
			Higher Grade Board School, Regent Street, Section B.	1896	E. Chandler Cook ..	W. L. Cocks, M.A. E. Walker, B.Sc.	
9167	Dorset	Dorchester ...	Grammar School, 20, South Street	1897	J. F. E. Barnes, C.E. ...	S. A. Rootham, B.A. ...	60
9159	,, ...	Sherborne	Foster's End School, Hound Street	1897	J. Douglas	A. P. Irwin	60
9131	Durham	Bishop Auckland ...	King James I. School, South Church Lane ...	1896	F. Badcock	R. Bousfield, M.A. ...	35
9077	,, ...	Darlington ...	Grammar School, Vane Terrace	1894	J. Forster	P. Wood, M.A.	74
9011	,, ...	Gateshead	Higher Grade School, Durham Road	1886	E. J. Harding	J. Bidgood, B.Sc. ...	315

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9151	Durham... ...	Hartlepool ...	Henry Smith School	1897	R. Edger	F. H. R. Alderson, M.A.	30
9018	,, ...	Jarrow-on-Tyne ...	Grange Higher Grade School	1887	G. Mason	E. F. Price, B.A. ...	216
9036	,, ...	South Shields ...	Higher Grade Board School, Westoe Road ...	1891	A. E. Leete	A. Scott, B.A.	320
9023	,, ...	,, ...	St. John's Higher Grade School	1888	A. D. Reid	R. Davidson	45
9126	,, ...	Stockton-on-Tees...	High School for Boys, Norton Road	1895	F. Brown, J.P.	E. J. Vie, B.A.	42
9144	,, ...	,, ...	Higher Grade Board School, Nelson Terrace	1896	J. Tweedy	J. J. Prest, B.Sc. ...	100
9030	,, ...	Sunderland ...	Bede Higher Grade Board School, Grange Road	1890	T. W. Bryers	G. T. Ferguson, B.A., B.Sc. Miss J. M. Todd	247
9060	,, ...	West Hartlepool ...	Municipal Technical College, Lauder Street...	1893	J. Robson Smith	J. Vickers, B.A.... ...	138
9105	Essex	Chelmsford ...	King Edward VI. School	1895	W. Dennis	F. W. Rogers	50
9179	,, ...	Dunmow	Countess of Warwick's Secondary School ...	1898	J. F. Rogers	E. E. Hennessey, B.A., B.Sc.	20
9183	,, ...	Leyton	Technical Institute, High Road	1898	H. Hills, B.A., B.Sc. ...	H. Hills, B.A., B.Sc. ...	60
9125	,, ...	Southend	Technical School, Clarence Road	1895	J. C. T. Hemmann, B.A.	J. Hitchcock	128
9056	,, ...	Walthamstow ...	Monoux School, High Street	1892	T. S. Taylor	H. A. Alpass, B.A. ...	78
9162	,, ...	,, ...	Grosvenor House School, Hoe Street ...	—	J. K. Moore	J. K. Moore	140
9100	Gloucestershire...	Bristol	St. George's Higher Grade & Technical School	1895	W. A. Adams	F. Pickles, M.A. ...	276
9016	,,	,, ...	Merchant Venturers' Technical College, Unity Street	1886	G. H. Pope, J.P.... ...	J. Wertheimer, B.A.,B.Sc.	230
9075	,,	Cheltenham ...	Grammar School, High Street...	1894	Major A. K. Abbott ...	J. Style, M.A.	45
9096	Hampshire ...	Basingstoke ...	Queen Mary's School, Worting Road ...	1895	C. Wallis	Rev. J. H. Chadwick ..	30
9121	,, ...	Petersfield... ...	Churcher's College, London Road	1895	W. C. Burley	Rev. W. H. Bond M.A..	40
9181	,, ...	Portsmouth ...	Higher Grade Board School, Victoria Road North, Southsea	1898	J. J. Bascombe	E. Walker, B.Sc. ...	120
9070	,, ...	Southampton ...	Taunton's Trade School, New Road	1893	J. G. A. Atherley... ...	S. J. Gubb, B.A. ...	130
9098	Hertfordshire ...	Berkhamsted ...	King Edward VI. Grammar School	1895	J. B. McBride	Rev. T. C. Fry, D.D. ...	52
9073	,, ...	Watford	Endowed Schools, Derby Road	1893	H. N. Turner	W. R. Carter, B.A. ..	78
9104	Kent	Canterbury ...	Simon Langton School, Whitefriars	1895	J. Plummer	W. P. Mann, B.A. ..	114
9186	,, ...	Gravesend... ...	Technical School, Darnley Road	1898	J. A. Stirton	H. F. A. Wigley, B.A...	35
9123	,, ...	Rochester	Sir J. Williamson's Mathematical School, High Street...	1895	A. A. Arnold	C. Bird, B.A.	95

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9014	Lancashire ...	Accrington ...	Technical School, Blackburn Road	1895	J. Rhodes	F. Bastow, B.A., B.Sc....	129
6907	,, ...	Ashton-under-Lyne	Albion School, Albion Street	1887	J. Hannah, J.P.	A. Park	51
9042	,, ...	Barrow-in-Furness..	Higher Grade School, Duke Street	1892	W. Hutchinson	J. Harris ... ... / E. J. McLuttick...	208
9149	,, ...	Blackburn... ...	Higher Grade School, Preston New Road ...	1897	E. Cooper	J.W.Caithness,B.A.,B.Sc.	56
9185	,, ...	,, ...	West Park Road School	1898	T. B. Lewis	F. Allcroft	38
9041	,, ...	Bolton	Central Higher Grade Board School, Great Moor Street	1892	G. R. Rothwell	J. Thornton, M.A. ...	316
9134	,, ...	Darwen	Higher Grade Board School, Union Street ...	1896	J. H. Sutcliffe	R. Roberts, B.Sc. ...	70
9066	,, ...	Liverpool	Board School, Brae Street	1893	E. M. Hance	R. Nixon, B.A.	220
9109	,, ...	,, ...	Institute, Mount Street	1895	H. Whalley	W. C. Fletcher, M.A. ...	333
9005	,, ...	Manchester ...	Central Higher Grade Board School	1885	C. H. Wyatt	J. Scotson	411
9155	,, ...	,, ...	Higher Grade Board School, Waterloo Road	1897	,, ...	G. Sharples	53
9007	,, ...	,, ...	St. Matthew's Higher Grade Board School, Devonshire Street	1885	,, ...	G. H. Major	172
9087	,, ...	,, ...	Board School, Birley Street	1894	, ...	C. Powell	118
9006	,, ...	,, ...	Board School, Ducie Avenue	1885	,, ...	G. Hutton	147
9069	,, ...	,, ...	Higher Grade Board School, Heath Street, Cheetham	1893	,, ...	R. Race	174
9156	,, ...	Moss Side ...	St. Margaret's Higher Grade School ...	1897	Rev. W. H. Ashton ...	A. Taylor	82
9119	,, ...	Nelson	Technical School, Market Street	1895	R. M. Prescott	W. H. Foster, B.A. ...	116
9053	,, ...	Oldham	Waterloo Higher Grade Board School, Hardy Street	1892	J. Rennie	A. Smith...	165
9180	,, ...	,, ...	Hulme Grammar School, The Coppice ...	1898	A. Nicholson	S. O. Andrew, M.A. ...	150
9091	,, ...	Rochdale	Central Board School, Fleece Street	1894	G. Wheeler	J. Mack	135
9031	,, ...	Salford	Grecian Street Board Sch., Lower Broughton	1890	O. Duthie	W. H. Holloway ...	100
9124	,, ...	,, ...	Central Higher Grade School, Victor Street	1895	,, ...	J. F. Adkins, B.A. ...	101
9146	,, ...	Urmston	Higher Grade School, Wycliffe Road ...	1896	C. H. Wyatt	F. Fletcher	95
9153	,, ...	Widnes	Technical School, Victoria Square	1897	G. H. Danby	W. J. Stainer, B.A. ...	160
9037	Leicestershire ...	Leicester	Alderman Newton's Higher Grade School, St. Martin's	1891	W. L. Salusbury	J. W. Muston, M.A. ...	210

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9082	Leicestershire ...	Leicester	Wyggeston's Hospital Boys' School, High Cross Street	1894	A. H. Burgess	Rev. J. Went, M.A. ...	229
9116	,, ...	Loughborough ...	Grammar School, Burton Walks	1895	W. E. Woolley	C. W. Kaye, M.A. ...	70
9088	,, ...	Market Bosworth...	Grammar School	1894	A. J. Loseby	Rev. L. H. Pearson, B.A.	41
9137	Lincolnshire ...	Great Grimsby ...	Winteringham Higher Grade Board School, Eleanor Street	1896	D. Chandler	J. Stebbings, B.A., B.Sc.	251
9065	,, ...	Lincoln	School of Science, Monk's Road	1893	R. C. Hallowes	A. E. Collis	60
9084	London... ...	Battersea	Polytechnic Institute, Battersea Park Road ...	1894	S. H. Wells	S. H. Wells	146
9047	,, ...	Bethnal Green ...	Parmiter's School, Approach Road	1892	R. Voss	R. P. Scott, M.A., LL.D.	120
9085	,, ...	Camberwell ...	Alleyn's School, Townley Road	1894	J. Watchurst	J. H. Smith, B.A. ...	185
9111	,, ...	Chelsea	St. Mark's College, Fulham Road	1895	J. Appleton	J. W. Jarvis	120
9112	,, ...	,, ...	South West London Polytechnic Institute, Manresa Road	1895	H. B. Harper	E. H. Pritchard... ...	202
9035	,, ...	,, (detached)	Queen's Park College, Harrow Road... ...	1894	W. Wadley	G. R. Parkinson, M.A....	150
9028	,, ...	Deptford	Addey and Stanhope School, Church Street...	1890	W. A. Kersey	A. E. Salter, B.Sc. ...	200
9163	,, ...	Greenwich ...	Blackheath Road Board School	1897	G. H. Croad	G. L. Baker	130
9164	,, ...	Islington	Dame Owen's School (Boys'), Owen Street ...	1897	W. C. Higgins	J. Easterbrook, M.A. ...	290
9160	,, ...	Limehouse ...	Board School, Thomas Street	1898	G. H. Croad	A. Gill	84
9114	,, ...	Marylebone ...	Central School, 64, High Street	1895	G. H. Woolley	L. C. Brooke	48
9020	,, ...	,, ...	Polytechnic, Regent Street	1887	R. Mitchell	H. J. Spooner	132
9025	,, ...	Mile End ...	People's Palace, Mile End Road	1889	Sir J. H. Johnson ...	J. L. S. Hatton, M.A ...	410
9067	,, ...	Plumstead... ...	Board School, Bloomfield Road	1893	G. H. Croad	H. J. Spencer	130
9165	,, ...	St. George's-in-the-East.	Raines Foundation School (Boys), Cannon Street Road	1897	Rev. H. C. Dimsdale ...	R. S. Taylor	60
9068	,, ...	St. Luke's... ...	Central Foundation School, Cowper Street ...	1893	W. Houston, B.A. ...	R. Wormall, M.A. ...	318
9113	,, ...	St. Martin's ...	Archbishop Tenison's School, Leicester Square	1895	J. G. Bennett	J. F. Arnold, M.A. ...	70
9086	,, ...	St. Pancras ...	William Ellis's School, Alcroft Road... ...	1894	F. G. Summers	E. B. Cumberland, B.A., B.Sc.	110
9048	,, ...	,, ...	Board School, Medburn Street	1892	G. H. Croad	W. Smith	135
9177	,, ...	,, ...	Burghley Road Board School, Kentish Town	1898	,, ...	T. W. C. Stileing ...	135
9161	,, ...	Southwark ...	Borough Polytechnic, Borough Road... ...	1897	C. T. Millis	E. T. Marsh, B.A. ...	54
9115	,, ...	Wandsworth ...	Technical Institute, High Street	1895	W. Raines Selwood . .	W. T. A. Emtage, M.A.	98

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9110	London	Whitechapel ...	Central Foundation Girls' School, Spital Square...	1895	W. Houston, B.A. ...	Mrs. E. Stanton... ...	132
9135	Middlesex ...	Finchley (East) ...	Board School, Long Lane	1896	H. Stevens	T. Cartwright, B.A., B.Sc.	60
9128	,, ...	Tottenham ...	Board School, Bruce Grove	1895	J. F. Adams	A. J. Linford	90
9063	Norfolk	King's Lynn ...	Technical School, London Road	1893	H. Barrett...	J. H. Haigh, B.Sc. ...	76
9050	,, ...	Norwich	Higher Grade Board School, Duke Street ...	1892	S. Cozens-Hardy	A. R. Golden, B.A. ...	139
9141	,, ...	,, ...	Board School, Angel Road	1896	,, ...	B. H. Barber	73
9099	Northumberland	Blyth	Higher Grade School, Beaconsfield Terrace...	1895	M. H. Robson	J. L. Gibbons	71
9089	,,	Newcastle-on-Tyne	St. Cuthbert's Grammar School, Bath Lane...	1894	Rev. H. F. Berry ...	Rev. H. K. Mann ...	66
9001	,,	,,	Rutherford College, Bath Lane	1878	H. C. Smith	A. M. Ellis	330
9117	Nottinghamshire	Mansfield	Brunt's Technical School, Woodhouse Road...	1895	W. N. Sarll	C. E. Stacey, B.A., B.Sc.	105
9034	,,	Nottingham ...	Higher Grade Board School, Queen's Walk...	1891	W. J. Abel, B.A.... ..	J. Jones	112
9003	,,	,, ...	,, ,, High Pavement	1883	,, ...	W. Hugh	150
9051	,,	,, ...	,, ,, People's College	1895	,, ...	E. Francis	135
9058	Oxfordshire ...	Banbury	Municipal School, Marlborough Road ...	1893	W. L. Whitehorn ...	A. M. Drennan, B.A. ...	64
9102	,, ...	Burford	Grammar School, Church Green	1895	G. W. Matthews	H. F. Piggott, M.A. ...	46
9120	,, ..	Oxford	City Technical School, Church Street ...	1895	J. H. Salter, J.P.... ...	A. F. Kerry, M.A. ...	68
9166	,, ...	Thame	Lord Williams' Grammar School, Oxford Rd.	1897	W. Parker	B. Sharp, M.A. ...	28
9171	,, ...	Witney	Wesleyan School, High Street	1898	P. Elford, M.A.	J. C. Sims	28
9130	Somersetshire ...	Bath	Technical School, Guildhall	1896	J. H. Wilson	A. G. Day	144
9101	,, ...	Bruton	Sexey's Trade School	1895	W. Pearce	W. A. Knight	67
9174	,, ...	Wellington ...	West Somerset County School, South Street...	1898	J. B. Langford	J. O. Beuttler, M.A. ...	47
9079	Staffordshire ...	Hanley	Higher Grade Board School, Old Hall Street..	1894	J. Hodder	W. M. Wilson, M.A. ...	225
9039	,, ...	Walsall	Technical Day School, Bradford Place ...	1891	J. Turner	W. F. Blay	110
9182	,, ...	Wolverhampton ...	Grammar School, Compton Road	1898	E. T. Cresswell	J. H. Hichens, M.A. ...	42
9093	,, ...	,,	Higher Grade Board School, Newhampton Road	1894	J. F. Robinson	J. West, B.A.	187
9078	Surrey ...	Farnham	Grammar School, West Street	1894	E. Kempson	Rev. S. Priestley, M.A.	37
9118	,, ...	Merton	Rutlish School, Kingston Road	1895	J. King	A. N. Disney, M.A., B.Sc.	110
9143	,, ...	Richmond... ...	County School, Kew Road	1896	T. W. Tempany	A. E. Buckhurst, M.A....	60
9013	Sussex ...	Brighton	Higher Grade Board School, York Place ...	1886	J. Carden, jun.	E. B. Lethbridge Miss A. M. North	260

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9107	Sussex ...	Horsham	Grammar School, Hurst Road	1895	F. W. Butler	Rev. G. A. Thompson...	52
9092	,, ...	Uckfield	Grammar School, Church Street	1894	J. Miles	J. Montgomery	42
9059	Warwickshire ...	Birmingham ...	Higher Grade Board School, Waverley Road	1893	J. A. Palmer	H. K. Frew, B.Sc. ...	190
9172	,, ...	,, ...	Municipal Technical School, Suffolk Street ...	1897	G. Mellor	W. M. Heller, B.Sc. ...	120
9033	,, ...	Coventry	Bablake School, Coundon Road	1890	J. Herbert	J. I. Bates, B.Sc. ...	182
9054	Wiltshire ...	Salisbury	The Bishop's School, Exeter Street	1892	Rev. W. A. Crockat ...	R. Bracher	75
9071	,, ...	Swindon	Technical School, Victoria Road	1893	J. S. Prothero	F. W. Shurlock, B.A., B.Sc.	50
9170	Worcestershire ...	Worcester	Victoria Institute, Sansome Walk	1897	T. Duckworth	W. A. Brockington, M.A.	70
9097	Yorkshire ...	Batley	Grammar School, Carlinghow Hill	1895	Rev. C. Gordon	Rev. L. S. Calvert, M.A.	86
9032	,, ...	Bradford	Grammar School, Manor Row	1890	W. Brear	Rev. W. H. Keeling, M.A.	162
9150	,, ...	,, ...	Hanson Higher Grade Board School... ...	1897	T. Garbutt	F. Betteridge, B.A. ... / R. A. Rhodes	258
9132	,, ...	,, ...	Belle Vue Higher Grade Board School ...	1896	,, ...	R. Lishman ... ... / Mrs. S. L. Beszant ...	322
9040	,, ...	,, ...	Technical College, Gt. Horton Road... ...	1891	J. Nutter	J. Spencer, B.Sc. ...	160
9019	,, ...	Halifax	Higher Board School, Prescot Street	1887	W. H. Ostler	W. Dyche, B.A. ...	285
9175	,, ...	Heckmondwike ...	,, ,, ,, High Street	1898	R. Hill	R. S. Cahill	137
9004	,, ...	Huddersfield ...	Technical School, Queen Street, South ...	1894	T. Thorp	S. G. Rawson, D.Sc. ...	90
9080	,, ...	,, ...	College Hr. Gr. Board Schl., New North Rd.	1894	G. Gaunt	R. Montgomery, B.A. ...	244
9138	,, ...	Hull	Higher Grade Board School, The Boulevard...	1896	D. J. O'Donoghue ...	F. W. De Velling, B.A.	210
9081	,, ...	,, ...	,, ,, ,, Craven Street ...	1894	,, ...	H. Sheppard	195
9038	,, ...	,, ...	Central Higher Grade Board School	1891	,, ...	J. W. Smith, B.A. ...	254
9000	,, ...	Keighley	Technical Institute, North Street	1873	A. L. Denby	D. Barrett, M.A. ...	120
9168	,, ...	Knaresborough ...	King James' Grammar School...	1897	W. Gill	H. J. Tyacke Bake, B.A., B.Sc.	34
9015	,, ...	Leeds	Central Higher Grade Board School	1886	W. Packer	D. Forsyth, M.A., D.Sc.	706
9139	,, ...	,, ...	Church Middle Class School, Vernon Road ...	1896	Rev. M. Power	F. G. Harmer	90
9008	,, ...	,, ...	Boys' Modern School, Rossington Street ...	1885	A. Tait	W. H. Barber, B.A. ...	176
9064	,, ...	,, ...	Higher Grade Board School, Bewerley Street	1893	W. Packer	W. Wallace, M.A. ...	161

School Number.	County.	Place.	School.	Date of Establishment as a School of Science.	Secretary.	Head Master or Mistress.	Probable Number of Students under Instruction.
9021	Yorkshire ...	Middlesborough ...	The High School	1888	R. L. Kirby	J. Sewell, B.A.	84
9122	,, ...	Rastrick	Grammar School, Ogden Lane	1895	Rev. E. N. Langham, M.A.	Rev. E. N. Langham, M.A.	53
9142	,, ...	Redcar	Grammar School, Coatham Road	1896	J. E. F. Rutherford ...	A. Pryce, M.A.	69
9012	,, ...	Sheffield	Central Higher Grade Board School	1886	J. F. Moss	J. E. Taylor, M.A., B.Sc.	215
9072	,, ...	Todmorden ...	Roomfield Board School	1893	J. Whitehead	J. Holden, M.A. ...	76
9158	,, ...	York	Archbishop Holgate's Grammar School ...	1897	H. L. Swift	Rev. W. Johnson, B.A.	48
9046	Carmarthenshire	Llanelly	Higher Grade Board School, Coleshill Terrace	1892	I. W. Watkins	J. E. Jones and Miss M. L. Poston ...	169
9043	Glamorganshire	Cardiff	Higher Grade Board School, Howard Gardens	1892	J. J. Jackson, B.A. ...	J. Waugh, M.A. ...	240
9188	,,	Ferndale	Higher Grade Board School, North Street ...	1898	W. G. Howell	G. Child	40
9152	,,	Swansea	Municipal and Technical School, Mount Pleasant	1897	L. C. Lewis	G. S. Turpin, M.A., D.Sc.	126
9148	,,	Ystrad Rhonnda ...	Ystrad Higher Grade School	1896	W. G. Howell	L. Jones	48
9145	Merionethshire ...	Towyn	County Intermediate School	1896	Rev. H. Williams ...	D. H. Davis, B.A. ...	40
			165 Schools.			Total	21,104

Summary of Schools and Students.

	No. of Schools of Science.	Probable number of Students under instruction.
(1) Schools of Science under School Boards ...	60 ...	10,731
(2) ,, ,, under other authorities ...	105 ...	10,373
Totals	165	21,104

School Boards and Higher Instruction.

IN view of recent discussions and recent answers in Parliament as to the powers of School Boards, it may be useful to recall some of the circumstances connected with the starting of the Central Higher School in Sheffield, and the official correspondence which passed upon the subject of the recognition of such a school as a Public Elementary School.

The draft educational scheme had been publicly approved some years before, *i.e.*, in 1874, by Mr. Forster himself, and the plans for the new buildings were officially approved, after careful consideration, by Lord Sandon (then Vice-President) and Sir Francis Sandford. Someone directed their Lordships' attention to a circular in which it was stated that a fee of 1s. per week would be charged. My Lords thereupon enquired under what authority the Board proposed to charge such a fee, in view of the Elementary Education Act, 1870, Section 3. The Board replied that there would be other Departments in the same group, so that while the fee in the Higher Department was proposed to be fixed at 1s., the average of the three Departments would be considerably less than 9d. The Board's letter proceeded:—

> "It is proposed in the higher department of the school to give instruction in the advanced subjects of the Code, and it is believed by the Board that such subjects may be much more economically and efficiently taught in a special school of this character than is possible in the ordinary public Elementary Schools of the district where the multiplication of special subjects for very small numbers of advanced scholars would lead to waste of power, and possibly some neglect of the ordinary work.
>
> "My Lords will be fully aware that the time of a teacher in an ordinary Elementary School is very fully occupied with essential subjects, but there must always be in the highest classes of well-established schools, scholars, who by their work and ability, are fitted to receive instruction in special subjects not reached by the majority, yet it would be impossible for one teacher to give sufficient time to so small a number as is usual to be found in one department without sacrificing other interests. It will be the object of the School Board in their Central School to provide means of dealing with these scholars more effectively and more economically."

To this the Department—Lord George Hamilton being then Vice-President of Council—replied as follows:—

[COPY].

"EDUCATION DEPARTMENT,

"March 20th, 1880.

"SHEFFIELD CENTRAL SCHOOLS.

"SIR,

"In reply to your letter of the 4th inst., my Lords direct me to state that they entirely concur with your Board in the desirability of providing in a single school for the instruction of the more promising scholars in the higher subjects at a higher fee than is charged in other schools, as a course tending to secure greater economy and efficiency than the attempt to provide such instruction in each of the Public Elementary Schools under the Board. My Lords are of opinion that in order to carry out efficiently the principle involved in such a scheme, the School Boards of large towns should endeavour to grade the different schools under their control, by adjusting, as far as is possible, the quality of the education given to the fee paid.

"In order that my Lords may see how far the proposals of your Board will accomplish this object, I am to request that you will be good enough to forward, in a tabular form, a list of the schools under the Board, with the fees charged with the consent of this Department in each, and a brief statement showing the extent to which the instruction in each Department now differs, or will hereafter differ, from the instruction which will be given in the Higher Department of the Central Board School.

"With reference to the proposed fees in the latter School, I am directed to point out that my Lords are precluded by the terms of Section 3 of the Elementary Education Act, 1870, from accepting a department of a school in which the ordinary fee exceeds 9d. per week as fulfilling the condition of a Public Elementary School; and they are not aware that they have ever accepted a department of a school in which the average fee exceeded 9d. on the ground that a lower fee was charged in other departments of the school so as to bring the average fee of the entire school within the required limit.

"In accordance with the rule which my Lords have now laid down in the Code which has recently been presented to Parliament, they will not be prepared in the future to accept schools, or departments of schools, as satisfying the conditions of recognition as Elementary Schools, if more than ten per cent. of the scholars pay a fee exceeding

9d.; but my Lords would not consider it as an infringement of this rule if a moderate additional charge were made, strictly limited to the amount required to cover the cost of books and stationery used in the school.

"The proposed scale of fees should, therefore, be revised accordingly. There is a further point to which my Lords wish to invite attention.

"Looking at the age (12) at which children, attending school regularly under a system of Bye-Laws, may be reasonably expected to pass the sixth standard of the Code, it is quite possible that the instruction of a class of scholars in a Central School to which they are admitted only by merit, *i.e.*, after passing the fourth standard, may, at no distant date, without going beyond the limits of a purely elementary education, be found considerably in advance of what is now realised in the schools under inspection.

"The circular of your Board, however, proposes to carry the instruction in their Central School much beyond the range contemplated by the Education Acts or recognised by the Fourth Schedule to the Code, and much beyond what can be hoped for, so long as the great mass of children are presented in Standards far below those suited for their respective ages.

"The Board will, therefore, do well to confine their programme to what is allowed by the Fourth Schedule, and should bear in mind, before giving further publicity to the programme, the provision introduced into the Code of 1880 (Art. 3a and 25) with respect to the age beyond which attendances cannot be reckoned for the purpose of an annual grant; at the same time it seems possible if such a course should seem desirable, that a class of scholars might be organised in connection with this school who might obtain the Science Grants offered by the Science and Art Department, although they could obtain no grant from this Department.

"My Lords would be glad to be informed whether the Board are of opinion that at the proposed fee the Higher Department of the School would shortly become self-supporting, with the aid of such grants as might be obtained from this Department and from the Science and Art Department.

"I am also to enquire whether the Board are satisfied that sufficient provision does not already exist in Sheffield

for providing the Advanced Education proposed to be given in this School.

"I am to request that one of the enclosed forms of Preliminary Statement may be completed for the Central Board School, and may be forwarded with your reply to this letter.

"I have the honour to be, Sir,

"Your obedient servant,

"J. F. Moss, Esq., "F. R. SANDFORD.

"Clerk to the School Board,

"Sheffield."

In reply, the Board furnished full information as to the number of children under instruction in specific subjects at the other Schools, and pointed out that there was absolutely no other educational provision of the kind contemplated at the Central School available on terms within reach of the poorer classes in Sheffield, and that other institutions did not embrace a good deal of the work contemplated in connection with the Central Higher School. The Board accepted the suggestion that the fee should be fixed at 9d., with a small additional charge for books. The letter of the Board, dated 15th April, 1880, proceeds as follows:—

[COPY]. April 15th, 1880.

"Referring to the curriculum, I am to explain that Greek and the continuance of Latin, French, and German, beyond the limits fixed by the 4th Schedule, were intended in a great measure to provide for specially gifted pupils who might hereafter be helped forward to the University by means of Scholarships and Exhibitions. Such exceptional cases can, however, be dealt with, if deemed necessary under the circumstances, at other times than those embraced in the official time-table of the school. The Board agree that it will be very desirable to organise a class of scholars under the regulations of the Science and Art Department.

"With regard to the age at which it is assumed Elementary Education should cease, I am directed to express an earnest hope that my Lords may reconsider the provisions introduced into the Code of 1880, Art. 3a and 25, and that the present limit of eighteen years of age may be retained, the Board believe that practically such a restriction would be most prejudicial to the usefulness of their scheme in several directions. One object sought is the better preparation of those who are intending

to become pupil teachers. It would be obviously advantageous, both to the schools and to the pupil teachers themselves, if, before entering upon their profession, they could be induced to remain under the suitable instruction much longer than is now generally the case, and the Board believe the limit of fourteen years of age would be by no means fully adequate. It is to be borne in mind, too, that though, theoretically, it may be assumed, a child should under certain circumstances reach the Sixth Standard at twelve years of age, actual experience in towns like Sheffield shews that many really promising children either do not develop as soon, or are kept back from other causes, so that they fall far below that standard at the age specified, and to cut short their school career at fourteen would, in many cases, be a serious loss to themselves, and a loss to society.

"The Board observe that in the Scotch Code, eighteen years of age is still retained as the limit, above which attendances may not be reckoned for scholars in day school, and there appears to be for Scotland no such restrictions as is contemplated by Article 3a of the English Code.

"With regard to the question as to whether the Central School will shortly become self-supporting, the Board are unable, without experience, to form a reliable opinion. They believe that it will not throw a serious further burthen upon the rates, but they cannot at present calculate, with any degree of certainty, the probable earnings. They are determined, however, to work the scheme as economically as is consistent with thorough efficiency."

Upon the Preliminary Statement being afterwards furnished, My Lords duly recognised the School, and the following postscript was added to the official intimation:—

[COPY.] July 7th, 1880.

"P.S.—My Lords approve of the rate of fees fixed for this School, which they understood to be as follows:—

For Infants	2d. per week.
Boys and Girls in the Junior Department ...	3d. „
Do. Senior do. ...	9d. „

together with a moderate charge for books and stationery.

"My Lords direct me, however, to add that they may at some future day find it necessary to place some restrictions upon Higher Grade Schools, in order that no departure may be made from the terms on which the Parliamentary Grant is made for Primary Education."

The Scotch Code (1899).

RECOGNITION OF HIGHER GRADE SCHOOLS BY THE SCOTCH EDUCATION DEPARTMENT.

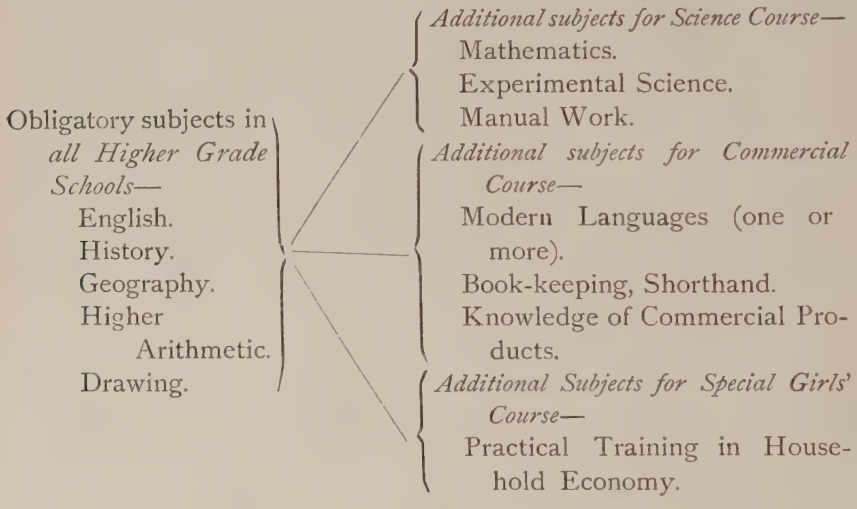
Last year Science and Art instruction in Scotland was transferred from the control of the Science and Art Department and placed under the Scotch Education Department, and to-day we see the first fruits of this unification of educational authorities in the recognition, for the first time, of the Higher Grade School. Of course Higher Grade Schools have long existed in Scotland as in England, but they have been under dual control, the School of Science working under the Science and Art Department, and the standard portion of the school under the Scotch Education Department. Chapter IX. of the new Scotch code provides for the recognition of these schools in the following specific terms:—

> Art. 138.—Where a special staff of duly qualified teachers is provided for the instruction of the pupils referred to in Article 21 at the rate of one for every 30 or fewer pupils on the roll, and where a well defined course of instruction, approved by the Department and extending over not less than three years is given, such school or department may be recognised as a Higher Grade School or department.

The pupils referred to in Article 21 are pupils who have obtained merit certificates which are awarded to pupils over 12 years of age who have attained proficiency in reading, writing, spelling, arithmetic, English, geography, etc.

Under present conditions in England and Wales the senior department of a higher grade school has been almost always of necessity, a School of Science. The Scotch scheme wisely allows reasonable latitude, and the education given may be one which is either predominantly scientific and technical, or predominantly commercial, or a course may be given, on the approval of the Department, specially suited to girls or special classes of pupils. One school may give two or more alternative courses provided there is a proper supply of teachers for each course. In all cases the Department must be satisfied that the school possesses the proper provision of class-rooms, laboratories, and workshops necessary for the particular type of education given.

The following diagram illustrates the three courses of study which may be taken under the Code. In all Higher Grade Schools of whatever kind, the subjects of English, History, Geography, Higher Arithmetic, and Drawing, must be taken. For the science course, Mathematics, Experimental Science, and Manual Work are added; for the commercial course, Modern Languages, Book-keeping, Shorthand, etc.; and for the special course for girls, Practical Training in Household Economy.



Where the Inspector reports favourably on a school, grants will be paid on the average attendance on the following scale:—£2 10s. for each scholar of the first year, £3 10s. for each scholar of the second year, and £4 10s. in the third year. In addition, grants may be made for practical instruction, at certain specified rates.

Scotland has long been the envy of England in matters educational: the issue of the last Scotch Code seems to afford further justification, if further were needed, for this attitude on the part of this country. Higher Grade schools have flourished here for over twenty years, they still lack official recognition. May we hope that the present year will see a Central Board of Education established on this side of the border, with similar happy results on the organisation of public education.

Teachers of Cookery.

THE Education Department is about to undertake the examination of candidates for Cookery Diplomas. This is a much needed change. We append a copy of the proposed Syllabus of Examinations and Regulations, together with a letter from the Education Department.

We purpose next month to deal with the whole question of the training of teachers for certificates in cookery, and to give some information regarding the Schools of Cookery at present recognised by the Department for the training of teachers of cookery and laundry-work.

EDUCATION DEPARTMENT.

Regulations and Information respecting the Proposed Scheme for the Examination of Candidates for the Recognised Cookery Diploma.

Diplomas

The Education Department will, after receiving the Report of the Examiners on the result of the Theoretical and Practical Examinations, issue First or Second Class Diplomas to the successful candidates.

Theoreti Examina

The Papers of Questions on (*a*) Cookery and Food, (*b*) Principles and Practice of Teaching, will be sent to each of the Training Schools the second weeks in December, April, and July.

The Secretary of each Training School is requested to send to the Department, six weeks before the examination, a list of those students wishing to sit at these Examinations. Students are advised to sit for the Theoretical Examinations the term before they are examined in their practical work.

Practica Examina

Practical Examinations will be held at each Training School three times a year if necessary.

The names should be sent in of those students who are ready to be examined in their practical work, together with a list of dishes cooked by each student during her training. This list must be forwarded to the Education Department two months before the date of the Examination.

Improv Diploma

Students who have failed in their Practical Examinations, or who have obtained a second class Diploma, may present themselves again for examination after a further course of three months' training. They may not, however, present themselves more than three times for re-examination in either theoretical or

practical knowledge. These candidates will be charged a proportionate fee of 3s. 6d. for each Theoretical Paper, and 9s. for each Practical Examination.

No notice will be taken of school marks as such, but the Examiner or the Education Department may desire to see the school mark book and take it into consideration before awarding a first or second class Diploma.

School marks should be given for punctuality, tidiness, method, and result of each day's practical work.

Candidates for the "Limited Diploma" will not be required to have a knowledge of "Superior Household Cookery." They will be expected to pass in the other subjects.

The Students will be examined on their knowledge of the subjects detailed in the annexed Syllabus.

Syllabus of Knowledge, both Theoretical and Practical, Required of Candidates for the Recognised Diploma.

Construction and working of coal stoves (open and closed ranges), gas and oil stoves. The cleaning, lighting, and management of the same.

The care and cleaning of kitchen, furniture, utensils, sinks, pipes, and traps. The polishing and removing of stains from tin, brass, copper, enamel, and steel.

The management and care of a larder and store-room. The price and choice of food. Marketing. Seasons for drying herbs, pickling of vegetables and preserving of fruit. The various methods of preserving milk, meat, fruit, fish, or vegetables. Economy of time and fuel. The calculation of cheap dinners for an artisan family. Lists and prices of utensils used in the kitchen.

A thorough theoretical and practical knowledge of Artisan, Household, and Superior Household Cookery; this will comprise examples of stocks, broths, soups, sauces, seasonings, liaisons, bouquets, panadas, roux, etc., etc. Roasting, broiling, boiling, baking, braising, stewing, steaming, sautéeing, frying, etc. A knowledge of the meanings of the French terms used in cookery. The candidate must be able to explain the "whys and wherefores" of the various processes in cookery. She will be judged according to her knowledge, both practical and theoretical, of the different principles of cookery and not according to the costly materials or elaborate preparation of the dish. It must be remembered that the same principles hold good throughout all classes of cookery. Expensive dishes, suitable for weddings and banquets, and elaborate French dishes will not be approved.

B. Food.

The elements and compounds found in food. The dietary value of food; mixed foods; model foods; national diets; beverages; diets suitable for children, adults, invalids. Effects of heat on albumen, starch, etc. Water, hard and soft; sources of water. Elementary Physiology in relation to the nutrition of the body. Digestion, absorption, and assimilation of food in the human body.

C. Class Teaching.

The Science and Art Department Certificates for Elementary Chemistry (alternative course), Elementary Physiology and Hygiene, will be required by the Department from all Candidates, for either 1st or 2nd Class Diplomas. The examination in Chemistry of Food by the Department will be only for candidates for the Limited (Certificated Teachers) Diploma. A general knowledge of the Principles and Practice of Teaching in its relation to the teaching of domestic sciences. The cultivation of the general intelligence of the child. Class management, teaching devices, questions, exposition, illustrations, use of the blackboard. Outlines or notes of lessons on cookery and subjects in connection with it. Organisation and management of cookery classes. The requirements of the Elementary Day School and Evening Continuation School Codes in relation to Cookery Classes and Centres.

School hygiene, ventilation, sanitation, lighting, warming, furniture, utensils, apparatus suitable for cookery class rooms. The treatment of scalds, burns, cuts, etc., etc.

Text Books.

The Recipe Books in use in the Training Schools:—

"Elementary Physiology," by Michael Foster.

"Domestic Economy," by Newsholme and Scott.

"Food," by A. H. Church, or "Food and its Functions," by Knight.

"The Principles and Practice of Teaching," by J. Landon.

Circular 422.

CIRCULAR TO TRAINING SCHOOLS OF COOKERY.

Examination for Cookery Diplomas. Period of Training.

EDUCATION DEPARTMENT,
Whitehall, London, S.W.,
13*th February*, 1899.

SIR, or MADAM,—Adverting to Circular dated 31st December, 1897 (No. 409), I am directed to inform you that arrangements are now being made for the examination by this Department of candidates for Cookery Diplomas.

The examinations will be on the lines and under the conditions indicated in that Circular, except that the fee for each candidate sent in will be 25s. instead of £2 2s.

A copy of the proposed Syllabus of Examination and Regulations is enclosed, and before they are finally adopted, my Lords will be prepared to consider any suggestions which your Committee may wish to make.

Notice will be given in due course to the Training Schools of the dates of the examinations.

It has been represented to the Department by several of the Training Schools that the minimum period of training required by Circular 317 is insufficient, and it has been found necessary to require a longer period at most of the best schools. My Lords agree that the time has now come when the course of training required should be extended, and it is proposed that in future the requirements shall be as follows:—

1. *a.* 20 hours a week for 42 weeks for a Cookery Diploma.
   b. 16 hours a week for 32 weeks for Laundry Work Diploma.
2. Only 80 hours may be deducted out of the minimum number of hours in each case for attendance at Science Lectures.
3. All examinations by the Training School Authorities in Cookery or Laundry Work must be conducted by expert examiners approved by the Department. They must not be on the Committee of the Training School, or in any way connected with the training of the candidates.

These new conditions would apply to all candidates who begin their training after 31st August, 1899.

On this matter also my Lords invite the opinion of your Committee.

I have the honour to be,
SIR, or MADAM,
Your obedient servant,
G. W. KEKEWICH.

School Planning.

I.—Introduction. II.—Public Elementary Schools—The Site.

I.—Introduction.

In connection with the provision of buildings for various kinds of education, School Boards are now obliged to possess knowledge of a great variety of schools. To prove this it is only necessary to enumerate those which it is frequently the duty of, at all events, the School Boards in the large towns to provide. We have Elementary Schools for the education of children in the standards—Higher Grade Schools with their special accommodation for teaching natural science—Industrial Schools, both day and residential—Centres for the Instruction of Pupil Teachers—Centres for the Teaching of Cookery and Laundry Work, etc.—Manual Instruction Workshops—and in some cases Schools for the Education of the Blind and Deaf—Special Centres for the Instruction of the Mentally Deficient—and it will not be long before there will be added to the list Institutions necessary for the Education and Training of Epileptic Children. In addition to all these, many School Boards have found it necessary to erect offices for the better discharge of their administrative duties.

It has been thought that it would be of value to School Boards generally if an attempt were made in the columns of *The School Board Gazette* to collect practical information relative to different kinds of school buildings, illustrated by types in various districts, used for the purposes of education which it is the duty of School Boards to provide. By the kind co-operation of many of the leading School Boards we hope to illustrate these articles by plans and elevations of the various kinds of schools enumerated in the list we have given, the whole forming a commentary on and exposition of the rules for school buildings issued by the Education Department in Schedule VII. of the Code and elsewhere.

The science of school planning has considerably advanced in this country within the period of the administration of School Boards. Thirty years ago, the modern elementary school, with its central halls, class-rooms, and additional accommodation for advanced instruction, was unknown. The plans issued by the Education Department for the guidance of voluntary bodies, who, with the assistance of Government grants, erected school buildings in the past, are altogether out of date, except, it may be, for small village schools.

Many of the mistakes, however, of those to whom prior to 1870 the country had to look for its supply of school accommodation, are constantly cropping up in designs for new schools, and there can be no question but that it will be of benefit to school authorities to have collected much of the practical experience which has been accumulated by different School Boards.

In order to show the lack of knowledge which existed not very many years ago in connection with school planning, we have seen it stated that a good pattern for an elementary school might be found in the construction and arrangement of a barn. Many of the schools which have been erected, even since the creation of School Boards, bear a resemblance to this primitive model; and we still come across some of the mistakes which were originated when the school was carried on in one room, with the addition of, it may be, a small class-room, and the whole of the children were taught by pupil teachers or monitors under the direction of a principal teacher, who, from his desk in the centre of the main room, had the oversight of the whole educational establishment—the teaching being conducted frequently on what was known as the "simultaneous method of instruction," class shouting against class. It seemed to be the object of the designers of many of these schools to obscure the daylight as much as possible, the windows being frequently filled with heavy rolled plate glass, which in time, particularly in the great towns, assumed a yellow and discoloured condition and imparted to the whole interior of the building a gloomy and mysterious atmosphere. The small amount of daylight which could penetrate this thick glass was further impeded in many cases by heavy mullions added to the windows for outside architectural effect. One of H. M. Inspectors writing of this class of school, said, a few years ago, that in his part of the country, where the climate is clouded and gloomy in the extreme, and in one of the towns in which he worked, these conditions reached their climax, as it was not often that the gas was not used for some part of the day, at any rate in the lower portions of the town. Continuing he says:—

> "To have to read and write in the uncertain light of a gloomy room, or by flickering gaslight, must be highly injurious to the eyesight. Blindness may ultimately, defective vision must, result to numbers of the children taught in the twilight of many schools. . . . Now, this is not incurable. The remedy is easy enough. Remove the lattice panes, and substitute large clear glass in the upper half

of the window; remove, too, in the same proportion the frosted glass with its rough surface, from which a troublesome glint comes in, and in the schools overtopped by higher buildings, insert skylights in the roofs. Cover the walls, too, with some light pigment, that will reflect, not absorb, the light. All the light that can be got into the schoolroom is needed for health and eyesight. It is a matter the importance of which I feel very strongly, and cannot feel that I have discharged my duty without raising a warning voice."

Speaking generally of the school premises, the same Inspector says:—

"What is the character, the quality of the accommodation provided for the hundreds of thousands of young people forced by law to spend daily in school so large and important a period of their young lives? It is not an unimportant question, since connected with it are the vital considerations of health, morality, and good education. I have asked my colleagues to make school premises an important subject in their reports. Their remarks all agree that, upon the whole, the school buildings are fairly satisfactory. They are not indeed what they should be, what they would be had the architectural lights we now possess been shining when the bulk of the schools were built some forty or fifty years ago.

"Structural faults cannot easily be mended; and unsuitable shapes, high-pitched roofs, ill-placed windows, defective ventilation remain; but much has been done to adapt the older buildings to the higher requirements of good school organisation now in vogue; and improvements in ventilation and lighting, in cleanliness, in adornment, and equipment have certainly been made. There are here and there structures, which, touching the border line of inefficiency, just manage to escape condemnation. Found both in town and country, they are in the latter more injurious because a school of that character in a country village is the only means of instruction, whereas in a town there is always a choice. The new premises erected during the last ten years by voluntary effort and by School Boards contrast most favourably with the older schools.

"Their spaciousness, brightness, airiness, class-rooms, cloak-rooms enable the work of education to be carried on with far more ease than in the older schools. These

latter present many defects. They are in the majority of cases too small for the numbers. Their projectors built for parochial purposes, with the local needs of the moment before them, and often on the principle of 'cutting your coat to suit your cloth,' for as many only as they had money to provide for. Thus buildings became in time practically too small. Then the ecclesiastical spirit affected the architecture, and the school-house grew into the likeness of the church, with a high-pitched wooden roof, difficult to arm, absorbent of light, and bad for sound; with mullioned and latticed windows, which, half fulfilling their function, fail to supply enough either of light or air. The class-rooms, if any, possessing the same defects, are often small, stuffy little dens, in which, unfortunately, children are packed, to breathe each other's breath, and to spend wearisome, profitless hours. Efforts have been made to improve this class of school, and with partial success. I am sorry to say that, in my own district, they are still of very frequent occurrence; and the School Boards here and elsewhere, taking over a large number of these schools, perpetuate some of the worse defects of the older schools. The Boards should, at least, be compelled to adopt in them the ten feet limit per child."

We propose, in this course of articles, to give information which we hope will be of practical value in connection with the selection of sites, and the erection of buildings. The arrangements of buildings, with the view to the convenience and health of the children and teachers, and to the economical expenditure of money on cost of erection, will also be considered. Such matters as heating, ventilation, and furniture will receive attention, and special rooms and appliances for higher grade schools, and various kinds of centres for special instruction, will be described. It is unnecessary to state that the information given does not claim to be in any way exhaustive, or wholly technical in its character—the object being to supply the kind of information which will be useful to School Board members and their officials in dealing with buildings of various kinds.

II.—Public Elementary Schools.—The Site.

The first necessity for a school is of course a suitable site. This, particularly in large towns, is sometimes a difficult matter. In connection with many criticisms of school plans, particularly upon the question of lighting, it would frequently appear that

many of the remarks would be of value if the school had to be erected, say, in the middle of an American prairie; but contending, as we frequently have to do when providing town sites, with rights of light, access from streets, and a variety of circumstances over which we have no control, it does seem that it would be a good thing if those who criticise plans would take into account the *environment* of the proposed school. Premising that you have, in a fairly good position, a plot of land an acre or an acre and a half in extent, upon which you propose to erect your school, say, for 1,000 or 1,200 children—and we may mention in passing that this amount of land is the minimum required by the rules of the Education Department for new schools—we will proceed to consider certain matters affecting sites generally. It is undoubtedly of great importance to obtain if possible large sites, an inducement in this direction being that many of the new Board Schools are now required in outlying districts where land is comparatively cheap. There should be no unnecessary restrictions of the amount of land purchased in the first instance; in fact, it is very often the truest economy to buy rather more land than is immediately required. Many School Boards find, particularly in connection with their older schools, the fatal mistake which was made in buying small and restricted sites in the first instance, now that they are desirous of improving such schools or extending their accommodation.

Before any agreement for the purchase of the land is entered upon, it is well to have trial holes or borings made, to make sure that it is not filled-up land, where there may be trouble in getting a foothold for the foundations. And it is well to consult the Ordnance Map, to make sure that no culverted brook runs under the site, a not unknown contingency in big towns, where streams have frequently been converted into sewers. If the land is bought on a ground rent it is also well to find out whether the vendor will sell "out and out," and at what price. In the *negotiations* for purchase a less number of years' purchase will frequently be taken than would be asked when the school is once placed on the site.

The plot of land secured must be sufficiently large to give ample playgrounds to the children, and consequently there should be no necessity to consider the matter of roof playgrounds or any utilisation of possible basement space to extend the playground accommodation. It is essential that the front of the building should, if possible, face the south, and many of the most experienced architects so arrange that the school shall stand as far back as possible from the main thoroughfare

giving access to the school premises. This means that the greater part of the playgrounds are in front of the school. There should be space at the back for the necessary latrines and offices, and also space for a reasonable distance between the school and these appurtenances. This arrangement of the schools is of great value in noisy neighbourhoods, as it reduces the hindrance to teaching arising from the traffic in streets which are frequently paved with stone setts. There is no doubt that it also to a considerable extent adds to the safety of the children, who can be overlooked at play, and who when leaving school emerge into the playground instead as is sometimes the case into a crowded street where there is danger from the vehicular traffic. It would be well to arrange the caretaker's house so that he can overlook the greater part of the playgrounds. The site may be fenced with a dwarf wall, on which is placed an unclimbable fence. It is necessary to divide the playgrounds into at least two parts for girls and infants, and boys; the division may be by means of another unclimbable fence running down the centre of the playground to the centre of the boundary wall, there being a like division at the back in connection with the offices. Walls will, in some cases, be preferred. This arrangement of the playgrounds is one which is frequently adopted in Scotland, where we find very capital examples of board school architecture, which in some of their features have never been excelled in this country.

Speaking generally of the site, the selection in populous districts, where land is costly, has to be made with the question of expense in view, and the Education Department make allowance as to area on this account, particularly where it is necessary to build schools in the centres of large towns. It is well, in selecting a site, to bear in mind the shape of the school which is to be erected on it, in order that such school may, if possible, be built longitudinally from east to west. Where there is a choice of sites, those that are surrounded by tall buildings, which exclude both light and air, should be rejected, and if the site is on rising ground there are decided advantages to be obtained. The sub-soil is a matter which should not be overlooked; if possible it should be of gravel, solid sand, or rock, rather than clay, the former being more healthy in character than the latter. When, however, it is inevitable that we should build upon clay, it is necessary that provision should be made for a land drain being formed along the sides of the outer portions of the foundations, by means of which the building can be kept dry. Care should be taken in selecting the site, that it should

be possible to drain the same from the public sewers, so that the upper ends of such drains may be utilised at at least eighteen inches below the basement of the proposed buildings. Difficulties have frequently arisen where this has been overlooked, when it has been found that the street drain was too low to carry off the drainage of the cellars and basement accommodation.

In the selection of a site for a Public Elementary School, the rules of the Education Department must be complied with. These rules are as follows :—

Sites and Playgrounds.

Every school should have an open airy playground proportioned to the size and needs of the school, and the site should, if possible, have a building frontage in proportion to its area. The minimum size of site is, in the absence of exceptional circumstances, a quarter of an acre for every 250 children. If the school is of more than one story this area may be proportionally reduced; but the minimum unbuilt on or open space of 30 square feet per child should be preserved.

(*a*) In the case of a mixed school, playgrounds should be separate for the boys and girls.

(*b*) All playgrounds should be fairly square, properly levelled, drained, inclosed, and fitted with some simple appliances. A portion should be covered, having one side against a wall. A covered-way should never connect the offices with the main building. Buttresses, corners, and recesses should be avoided.

(*c*) An infant school should have its playground on the same level as the school, and open to the sunshine.

The History of the Association.

ON the 21st March, 1893, a Conference of representatives of School Boards in England and Wales was held in the Gentlemen's Concert Hall, Manchester, and the Dean of Manchester presided. The Conference had been convened to discuss the relation of School Boards to Secondary or Higher Elementary Education, and to consider the desirableness of entrusting to one authority, elected specificially for that purpose, the control and administration of all Education, Elementary, Secondary and Technical. Representatives of sixty-five School Boards were present, and the Conference was in every way most successful. Important resolutions were adopted, expressing the opinion of the Conference that there should be one authority for all kinds of Education, and, further, that the one authority should be popularly elected; that Higher Grade Schools should receive adequate recognition and support from the Education Department, and that the resolutions passed at the Conference should be submitted to the Boards there represented, and the results communicated to the promoters of the Secondary Education (England) Bill then before Parliament. The following resolution, respecting the establishment of an Association of School Boards, which should watch over the interests of School Boards, and be powerful to take steps to protect such interests wherever they might seem to be affected either by legislation or by the action of the Administrative Educational Departments, was also adopted at this meeting:—

"That this Conference of School Boards is of opinion that it is desirable to establish an Association of School Boards in England and Wales, and that it be referred to a Committee consisting of a representative from each of the following Boards, viz., London, Liverpool, Manchester, Birmingham, Leeds, Sheffield, Bradford, Hull, Gateshead, Sunderland, and Salford, to draw up a scheme."

A scheme was carefully drawn up, and at a general meeting, held in London on the 31st of October, 1893, the rules which now govern the Association, and which are its constitution, were adopted. The objects of the Association were stated to be as follows:—

(1) To watch over and protect the general interests of Education as they may be affected (*a*) By legislation of general application to School Districts, either by public or private Bill; (*b*) by the administration of the various departments of the Government,

which may exercise jurisdiction over the work of Education; and

(2) To take action in relation to any other subjects in which School Boards generally may be interested.

Since 1893, many questions of the utmost importance to School Boards have arisen, and there can be no doubt that had not School Boards been in a position to make, through their Association, powerful and united representations, some of the issues would have been very different.

Quite early in its existence the Association did good service in connection with the calculation of the variable grants paid to Evening Continuation Schools. It was found that Evening Continuation Schools in England and Wales were not being treated in this respect with the same liberality as similar Schools in Scotland. On the 4th April, 1894, a Sub-committee, appointed by the Executive Committee of the Association, had an interview with the Secretary of the Education Department on this matter, with the result that in the next issue of the Evening School Code the disabilities complained of were removed.

Shortly before this, on the 2nd March, 1894, the appointment of a Royal Commission on Secondary Education afforded the Association an opportunity of making known its views on a question of vital import to School Boards. It was significant of the growing strength of the Association, and of the place it has at once taken in the educational world, that two of its members, the President and the Vice-President, were placed on the Commission. The Association was also permitted to give evidence before the Commission, and six witnesses attended in person and offered evidence in support of the views of the Association. A voluminous report, dealing with the provision of Secondary Education (in Day and Evening Schools) by School Boards was also prepared by the Executive Committee and submitted to the Royal Commission. The representations of the Association forwarded to the Commission dealt with the following points:—

Day Schools.—(*a*) The resolution as to the local authority for education already adopted by the Association.

(*b*) The whole of the moneys derived from the subsidies to local rates under "The Customs and Excise Act, 1890," to be applied to Technical and Secondary Education.

(*c*) The treatment of large centres of population and the supply of urban districts with Secondary Education as distinct from the needs of rural districts.

(*d*) The danger of over-supply of schools for Technical and Secondary instruction, owing to rivalries of local authorities.

(*e*) The importance of linking Elementary Schools with schools for Secondary instruction.

(*f*) The necessity of schools for Higher or Secondary Education in all districts of adequate population.

(*g*) Means, in addition to existing grants (which have regard exclusively to Science and Art instruction), for carrying on Secondary instruction in schools for pupils, who have passed beyond the standards, in languages and literary subjects.

(*h*) Further provision of Scholarships for pupils leaving Elementary Schools for Secondary Schools.

Evening Schools.—(*i*) The encouragement of Evening Schools giving advanced instruction as the only means of Secondary Education available for the majority of the people.

(*j*) The large amount of school accommodation (much of a special character) to be had in Board Schools which might be utilised for Secondary instruction in Evening Schools.

When the Report of the Royal Commission was issued in 1895, it was clear that the representations of the Association, and the mass of evidence it had submitted, had undoubtedly influenced the recommendations of the Commissioners.

The state of the law regarding the compulsory attendance of children at school, early engaged the attention of the Association, and the Executive Committee presented to the Second Annual Meeting, on the 7th of May, 1895, an exhaustive Report on the working of the Law of Compulsory School Attendance. A series of important recommendations were made in this report, and these were adopted by the Association and laid before the Education Department.

The question of the high rate of interest charged by The Public Works Loan Commissioners was taken up by the Association in 1895, and in the following year a deputation had interviews with the First Lord of the Treasury and the Chancellor of the Exchequer with reference to the term on which the Public Works Loan Commissioners allow School Boards to make repayment of loans, but no concession could be obtained. An appeal to the Chancellor of the Exchequer for a reduction of the rate of interest, or an extension of the periods of repayment for loans at the lower rates, was also unsuccessful. At the beginning of 1897, representatives of the Executive Committee had another interview with the Chancellor of the Exchequer on the subject of loans. Later in the same year the Government passed "The Public Works Loans Act, 1897," which reduced the interest on future loans. The persistent action of the Association was undoubtedly instrumental in bringing about this change, which will prove of considerable advantage to School Boards.

From the very first the question of the amendment of the Industrial Schools Acts received the consideration of the Association. Several reports were drawn up, and when on 20th May, 1895, a Departmental Committee on Reformatory and Industrial Schools was appointed by the Home Office, members of the Executive Committee gave evidence on behalf of the Association. The recommendations of the Home Office Committee were severely criticized in a report issued by the Executive Committee of the Association on the 1st February, 1897.

Perhaps in no direction has the Association done more valuable or more necessary work than in the constant supervision it has exercised over the regulations affecting Science and Art Grants and organized Science Schools or Schools of Science. The custom of the Science and Art Department to make sweeping changes in its regulations by the issue of special circulars makes it absolutely necessary that its publications should receive the most careful scrutiny, to be followed, if need be, by the promptest action. The issue by the Department on the 1st December, 1897, of the famous Circular 354, threatening the existence of the majority of Schools of Science conducted by School Boards, received such prompt attention at the hands of the Association as led to the practical withdrawal of the circular early in the following year. A still more important matter, viz., the action that has been taken upon Clause VII. of the Science and Art Directory, is dealt with in full in the second number of the *Gazette*.

The Elementary Education Bill, 1896, received the earnest attention of the Association, in so far as its proposals affected the work of School Boards, until its withdrawal in June, 1896. When the Voluntary Schools Act, 1897, was before Parliament, a special meeting of the Association was held to consider the measure, and representations were addressed to the Government respecting it; and also relative to the Elementary Education Act, 1897.

The difficulties which had been experienced relative to the payment by School Boards of subscriptions to the funds of the Association, and of the expenses of the representatives who attended the meetings, were removed by the passing of The School Board Conference Act, 1897.

Many other matters, too numerous to be dealt with in detail, have at different times received the consideration of the Association. The views of the Association were laid before the Departmental Committee on the Pupil-Teachers' System; representations have been made to the Education Department on the subjects of the Limitation of Grants (Elementary Education Act, 1876, section 19),

and on Grants for Cookery, Laundry Work and Manual Instruction, and the question of Fees in Higher Grade Board Schools has also received attention.

The Association now consists of 285 Boards, covering a population of fourteen millions, out of a total population of nineteen millions under Boards. The number of Boards in Association has shewn a marked increase during the past year.

The following are the rules regulating the admission of Boards into the Association:—

SUBSCRIPTIONS.

The Annual Subscription shall be the following:—

In districts having a population not exceeding 5,000 according to the last Census published	£0	10	6	per ann.
In districts having a population over 5,000, and not exceeding 50,000 according to such Census	1	1	0	„
In districts having a population over 50,000, and not exceeding 100,000 according to such Census	2	2	0	„
For School Boards in districts having a population exceeding 100,000 according to such Census	3	3	0	„

Subscriptions shall be payable in advance on the 1st day of January in each year.

REPRESENTATION.

School Boards in the Association whose subscriptions are not in arrear may send Representatives to any meetings of the Association according to the scale detailed below, and shall furnish the Honorary Secretary, through their Clerk, with the names of their Representatives on or before the *1st of March in each year.*

School Boards with a population up to 5,000.—One representative (member or Clerk).

School Boards with a population of over 5,000 *and up to* 50,000.—Two representatives (two members, or one member and the Clerk).

School Boards with a population of over 50,000.—Three representatives (two members and the Clerk).

London School Board.—Seven representatives (six members and the Clerk).

Next month we propose to give the resolutions passed by the Association.

Government Publications.

(*a*) Elementary Schools. Children working for Wages.

Return "for England and Wales, giving the different classes of employment into which the boys and girls attending Elementary Schools in England and Wales went on leaving school during some complete year." [*Parliamentary Paper* 23]. Price 6d.

We hope to be able to give an analysis of this interesting return in our next number.

(*b*) Scotch Education Department.

Code of regulations for Day Schools, 1899. [C. 9189.] Price 5½d.

Particulars as to the new regulations for the recognition of Higher Grade Schools are given in an article appearing on page 219 of the present number of *The School Board Gazette*.

(*c*) Calendar of the Science and Art Department, 1899. Price 1s. 8d.

For analysis of return so far as Schools of Science are concerned see page 206 of this number of *The School Board Gazette*.

(*d*) Report on Commercial Education in Denmark. Price 1d.

(*e*) Museums of the Science and Art Department.

Report of the Science and Art Department and observations by the Secretary (Sir J. Donnelly) on the Second Report of Committee on the Museums of the Science and Art Department. Price 3d.

(*f*) Teachers' Pensions

Draft regulations of the Education Department have been issued during the month.

Meeting of Executive Committee.

HELD AT LEEDS, FEBRUARY 17TH, 1899.

Present.—Mr. G. J. Cockburn, in the chair; The Rev. Dr. Bruce, The Rev. Canon Major Lester, The Rev. Canon J. J. Scott, Messrs. Baines, Claridge, Hance, Moss, O'Donoghue, Packer, and Wyatt.

Memorandum.—The minutes of the last meeting were read and signed by the Chairman.

Memorandum.—Read letters of apology for absence from the Very Rev. the Dean of Manchester, President, and the Rev. Professor Anthony.

Memorandum.—Read letter from Mr. Harcourt E. Clare, Town Clerk of Liverpool, relative to the negotiations between the County Boroughs Association and the Association of School Boards, regarding the constitution of a local authority for Secondary Education.

[COPY.]

Town Clerk's Office,
Liverpool,
23rd January, 1899.

SECONDARY EDUCATION.

MY DEAR SIR,

I beg to enclose you twenty-five prints of a Memorandum I drew up for the County Boroughs Association, shortly explaining the position of the subject. This was considered at a meeting of the County Boroughs, held on the 12th inst., and I now beg to enclose you twenty-five prints of the proceedings of that Conference for the use of your Association. You will observe in paragraph No. 5 that the County Boroughs insist upon having the right to nominate a bare majority of the Education Authority, still leaving the School Boards with the nomination of one-third. I trust that the School Boards Association will agree to this.

With regard to the constitution of the Education Authority in the Counties where there are School Boards, there is a misprint in Paragraph 4, which ought to read that the representation of the School Boards should *be not exceeding* one-third, so as to allow the School Boards to have a reasonable representation, somewhat proportionate to the population they represent. Subject to the School Boards agreeing to the County Boroughs having a majority, and to an arrangement being made between them and the County Councils with regard to representation in the Counties, I believe all parties are now agreed

upon the main principles of the scheme for Secondary Education —the non-County Boroughs being now satisfied with the proviso which appears in paragraph No. 3—and it is to be hoped that a Bill to deal with the matter will be introduced this Session.

Yours very truly,

HARCOURT E. CLARE, Town Clerk.

Note.—The following is a copy of paragraph V. in the proceedings of the Conference of the Representatives of the County Boroughs, held on the 12th January, 1899, referred to in the foregoing letter :—

V.—*In County Boroughs where there is a School Board.* A majority by the Council of the County Borough; one-third by the School Board; and the remainder to be co-opted by those already chosen.

Resolved.—That the Executive Committee will recommend the Association to agree to the Councils of County Boroughs nominating a bare majority of the proposed local authority for Secondary Education, provided the Conference of County Boroughs undertake to support the claim of School Boards to one-third of the representation.

Memorandum.—Submitted the following letter from the County Councils Association, dated the 26th January, 1899.

[COPY.]

COUNTY COUNCILS ASSOCIATION,

January 26th, 1899.

IR,—Sir John Hibbert has directed me to forward, with reference to your letter to him of December 19th, 1898, Copy of Resolution passed unanimously at a meeting of the Executive Council of this Association, held yesterday.

Yours obediently,

J. R. FITZGERALD.

The Resolution was to the effect that the Executive Council would not agree to the terms of the Resolution of the Association regarding the composition of the Local Authorities for Secondary Education in Administrative Counties.

Memorandum.—Submitted letter from the Nelson School Board, dated January 13th, 1899, approving the Resolutions passed by the Association relative to Local Authorities for Secondary Education.

Memorandum.—Reported that the Memorandum of the Executive Committee relative to (*a*) The Speech of the Duke of Devonshire (1st August, 1898) in the House of Lords on the Board of Education Bill; and (*b*) The provisions of the Board

of Education Bill, had been sent to Members of the House of Commons, to selected Members of the House of Lords, and to the Government Departments dealing with education.

Memorandum.—Reported relative to Clause VII. of the Science and Art Department's Directory, and the proceedings of the School Board for London in connection with the application for recognition by the London County Council.

Memorandum.—Read a letter from the Mitcham School Board, dated January 26th, 1899, regarding the unexpended balances of loans.

Memorandum.—Submitted correspondence regarding the Memorial of the Reformatory and Refuge Union, concerning a proposed Bill for the reclamation of the children of vagrants.

Resolved.—That provided the cost of dealing with such children is made an Imperial charge, the Executive Committee will support the proposals submitted.

Memorandum.—The question of the transfer of the powers of the Charity Commission, as a whole, to the proposed Board of Education was considered in connection with a letter from the Widnes School Board, drawing attention to Mr. Fearon's evidence before the Royal Commission on Secondary Education (see Report of Commission, Vol. I., p. 90; III., pp. 411 *et seq.*)

Memorandum.—It was reported that thirty-one Boards had announced their intention of supporting the Memorial of the School Board for London regarding special grants. The Hon. Secretary read a letter from the Burton-on-Trent School Board relative thereto.

Memorandum.—Submitted the following Memorial of the School Board for London regarding additional contributions from the Treasury in connection with children sent to Industrial Schools.

SCHOOL BOARD FOR LONDON.

TO THE RIGHT HONOURABLE THE SECRETARY OF STATE FOR THE HOME DEPARTMENT.

THE HUMBLE MEMORIAL OF THE SCHOOL BOARD FOR LONDON.

SHEWETH—

1. That the Board have had under careful consideration the question of their expenditure and of the sources from which that expenditure is met.

2. That the amount of the average nett expenditure per child in the Board's Industrial Schools for the year ended at Lady-day last is £23 9s. 9¼d.; and that towards this amount the Board only received in Treasury Grants an average amount of £7 13s. 4¾d. per child; and that as the average nett expenditure per child in the Board's Day Schools for the same period is £3 19s. 11d., the Board have been compelled to provide out of the School Fund, and from the Local Rates, a much larger contribution for their Industrial Schools.

3. That, in the opinion of the Board, the work connected with the establishment and maintenance of Industrial Schools is of an Imperial or Government character;

and that the Board should, consequently, receive a larger rather than a smaller proportionate amount of financial assistance from the Treasury in the cases of Industrial Schools as compared with ordinary Day Schools.

4. That in the case of Public Elementary Schools, Parliament has, under the provisions of the Free Education Act of 1891, granted increased contributions, but that no similar financial aid has been given by Parliament to Certified Industrial Schools.

5. That it appears from the Report of Her Majesty's Chief Inspector of Reformatory and Industrial Schools for 1897, that the contributions of the Treasury in the case of Reformatory Schools amount to over 60 per cent. of the total expenditure, whereas the contributions in the case of Industrial Schools amount to only 45 per cent.; and that on the other hand, whilst the contributions from the rates during the last ten years towards Reformatory Schools has only risen from £3 18s. 3d. per head to £4 11s. 10d., that is, 13s. 7d., the contributions from the rates towards Industrial Schools have increased from £4 17s. 10d. to £8 18s. 1d. per head, that is, £4 0s. 3d.

6. That, as the Secretary of State is aware, Her Majesty's Chief Inspector in his Report above mentioned gives a table respecting the "average amount contributed to Reformatory and Industrial Schools . . . . in respect of each inmate, by Treasury and Local Rates in the years 1876, 1886 and 1896," and then proceeds to state as follows:—"A striking feature of the above table is the revelation of the fact that the Government contribution per head has actually decreased in England and Wales. Requirements have grown in every department; more has been expected of the schools in education and industrial training; gymnasiums and swimming baths have been built; highly qualified bandmasters and gymnastic instructors appointed, and all without the addition of a penny to the charge on the Exchequer. Money has had to be found somehow to effect these improvements. The share borne by private subscriptions, taking the Schools in the mass, cannot have been great, seeing that voluntary subscriptions have decreased. The sources which have been drawn upon are twofold:—(*a*) The main source has been the rates; (*b*) a subsidiary source has been profit derived from the industrial occupations of the Schools."

7. That under the provisions of Section 35 of the Industrial Schools Act of 1866, the Treasury may (except in the cases of children detained under Section 16 of the Act) contribute "such sums as the Secretary of State from time to time thinks fit to recommend towards the custody and maintenance of children detained in Certified Industrial Schools"; and that additional financial aid can, therefore, be given without further legislation.

8. That the Board would, therefore, respectfully urge that the present varying rates of Treasury contributions should not only be re-considered with a view to their being increased, but that the opportunity should be taken of adopting uniformly for all Industrial Schools, whether certified before or after the year 1872, a contribution of not less than 5s. per week per child, and for Training Ships 6s. per week per boy.

And your Memorialists will ever pray, &c.

REAY,
Chairman of the Board.
G. H. CROAD,
Clerk of the Board.

L. S.

2nd February, 1899.

Memorandum.—Reported that at the request of the School Board for London, the Memorial had been circulated amongst Boards in the Association with the request that they would give the same their support.

Memorandum.—Submitted the proceedings of *The School Board Gazette* Sub-Committee.

Resolved.—That the same be approved and adopted.

Memorandum.—Reported that the Boards in Association numbered 284.

Memorandum.—Submitted letters from the following:—Newcastle-on-Tyne School Board (January 13th), Rowcliffe & Co. (December 29th, 1898), and Hanley School Board (February 6th).

Resolved.—That the next meeting of the Committee be held at Liverpool, on March 17th, at three p.m.

Answers to Correspondents.

PUBLICATION OF PROCEEDINGS OF SCHOOL BOARD AND LAW OF LIBEL.—The following case for the opinion of Mr. Asquith, Q.C., was submitted some years ago, but is still of interest to School Boards.

CASE.—By the Standing Orders of the ——— School Board, it is provided that "the public and reporters of the Press shall be admitted to all the meetings of the Board, and reporters to those of the Committees of the whole or any part of the Board, but each Committee shall have power to require them to withdraw from any meeting on a resolution to that effect being carried by a majority of the members present." In order to save trouble and to avoid the regular attendance of reporters at all the Committees of the Board, the following resolution of the Board was passed on the 1st October, 1879, viz.:—"That a copy of the minutes of the various Committees of this Board be sent to the editors of certain newspapers on the same day as they are sent to the members." The Committees of course from time to time have to deal with many matters in conducting the business of the School Board which it would be inadvisable to make public, and in matters relating to teachers, and others, observations have to be made and explanations given which if they were to be published in the public press might, having regard to the result of a recent action against a member of the ——— School Board, be in the nature of a libel. And the minutes also occasionally contain matters which might be construed as casting reflections on some person or other, and since the verdict in the case above-mentioned the Board have been doubtful as to whether or not they might be liable to an action by any person considering himself aggrieved in consequence of their having furnished the minutes to the papers publishing the same.

Counsel will therefore please advise:—

Whether the fact of having furnished the minutes of any Committee to a newspaper publishing the same, which minutes contain matter which might be held to be libellous, would render the School Board as a Board or any individual member thereof as such, or the clerk of the School Board as the party forwarding the minutes to the press, liable to be sued in respect of any statement of a libellous character appearing upon the face of such minutes.

OPINION.—"The communication of defamatory matter appearing upon the minutes of the Committees to the Editors of the newspapers is clearly not privileged. It follows that whoever can be shown to have directed or authorised or knowingly taken part (whether as principal or agent) in such communication, is liable to be sued by the person or persons defamed, and to be sued successfully, unless the defamatory matter can be proved to be true. The resolution of the Board of the 1st October, 1879 (so long as it remains unrescinded), gives a general authority to its officers to communicate the minutes to the papers, and would, in my opinion, in the case supposed, be evidence of the publication of a libel by the Board as a Board. The Clerk, or other officer, who forwarded the minutes, if in the particular case he could be shown to have done so with knowledge of their contents, could also be made answerable. The liability of

individual members of the Board would depend upon how far in the particular case they could severally be shown to have known of and consented to the publication. I should add that the Board and its members and officers could not claim the benefit of the protection given by Sec. 4 of 51 and 52 Vict. c. 64 to those who are responsible for the conduct of newspapers for the publication therein of reports of the proceedings of public bodies and their Committees.

"(Signed) H. H. ASQUITH."

AGREEMENT WITH PRINCIPAL TEACHERS.—

CASE.—Would Clause 5 of the model form of teachers' (principal) engagement issued by the Education Department be annulled by the insertion as a 6th clause the following:—"That the teachers be allowed fourteen days' salary in case of sickness (holidays excluded), beyond that time no salary be paid," which has been passed by the resolution of the Board?

Would the above suggested 6th clause hold legally good as a resolution of the School Board, if such resolution of the Board was communicated to the teachers after the passing of the same, in case of (1) the teachers objecting to the same, (2) the teachers not expressing any objection?

OPINION.—(*a*) The insertion of the proposed words in the model form of engagement of teachers, if made before the engagements are entered into, is not contrary to the provisions of the Code. Managers are free to make their own terms, and the Government form does not preclude the addition of special arrangements which may be mutually agreed upon. (*b*) The proposed clause would not hold good in either of the other cases referred to. To amend an existing contract with a teacher in a binding manner the regulation must be formally communicated to the teacher, and must be formally accepted by him.

GENERAL.—The proposed regulation is unusual, and would be likely to be harsh in its operation. Sometimes absence arises from illness contracted in the direct performance of duties. A more generous arrangement would be found best in the long run—say, full salary for a month or more, and half salary for a further period. There will be more likelihood of the staff cheerfully accepting this more liberal scheme; and the Board could always call for medical certificates if not satisfied. The Board, moreover, would have more confidence in enforcing it than in stopping a teacher's salary at the end of a fortnight, when such teacher's absence may have been due to infectious disease contracted at school, or to overwork in the management of an excessive number of scholars.

THE

SCHOOL BOARD GAZETTE.

VOL. I. APRIL, 1899. NO. 4.

School Boards and Advanced Education.

"WE have the School Boards with no statutory authority extending the operations of elementary and evening schools, under the Evening School Code, into the region of Science and Art, and applying the rates to that purpose."

When the Lord President of the Council makes a statement of this kind from his place in Parliament, as the Duke of Devonshire did last August, and when the statement is not only repeated from time to time in public utterances by its author, and extended by him into the sphere of secondary education generally, but is endorsed, in both respects, by his official colleague, the Vice-President, with such assertions as "the School Board has got no statutory authority to deal with anything except elementary education," the general public may well be pardoned if, without enquiry or misgiving, they accept the statement as accurate, and reprobate the School Boards' alleged usurpations accordingly. They naturally do not pause to consider—the majority, perhaps, are not even in a position to know—that the statement reflects at least as strongly upon the capacity of every one of the authors' predecessors in office, since 1870, as it does upon the responsible public bodies at whose alleged encroachments it is ostensibly aimed. Yet a little consideration will show this to be the fact.

School Boards are created by statute, they are incorporated by statute, and it is from statute, and statute alone, that any powers they possess, whether by express enactment, or by virtue of their incorporation, are derived. To say, therefore, that School Boards are acting "with no statutory authority" is equivalent to

saying that their action is wholly illegal, and that the responsible Ministers of the Crown who have sanctioned that action have, in so doing, themselves been guilty of serious neglect of duty. Of course, it is possible that for nearly thirty years successive Presidents and Vice-Presidents who, without distinction of party, have officially approved, and some of whom have emphatically encouraged, the course of action now condemned have been in error, and that their successors of to-day alone are right. But the fact, if fact it be, is so "passing strange" that a suspicion almost inevitably arises as to its correctness; it seems so much more probable that the present holders of these offices, eminent though they be, have allowed themselves to be misled, either by prejudice, or, more probably, by persons who have an interest in so misleading them, than that all their predecessors, without exception (some, at least, of whom have been fully their equals in eminence), have been, wittingly or unwittingly, parties to an illegal usurpation of powers by public bodies whose action it was their duty to control.

The question is one of vital importance to the great masses of the people. To them the Act of 1870 was an educational Magna Charta—the foundation of their liberties, the guarantee of their rights. To the schools founded under that Act—the people's schools—and to their voluntary equivalents they must look, and to those schools alone, for whatever educational preparation they are to have for the battle of life, for the ever increasing struggle for existence. For them and for their interests the School Boards are trustees—bound to exercise, on their behalf, loyally, and to the full, the powers created for their benefit. Bound, also, to defend those powers to the utmost of their ability from attack and from curtailment; and none the less because a Department created to supply "Science and Art instruction to the industrial classes of this country" is diverting, and encouraging others to divert, to the benefit of the middle classes, funds intended "to promote instruction in Science, especially among the industrial classes." In their fidelity to that trust, in their unwillingness to "surrender" any portion of what, rightly or wrongly, they believe to be the rights of those whom they represent—at least until they see those rights as amply guaranteed by other means—the Duke of Devonshire can see nothing to be commended or encouraged, nothing but a "suspicion and jealousy" which he "regrets," and which he "fails altogether to understand."

If, however, it turns out that School Boards and those who have encouraged and directed their action in the past have been in error, a serious blow will be struck not only at the

interests of the entire industrial classes, but at those of the whole community, whose welfare is bound up to no small extent with the efficiency and intelligence of those classes. If the field of primary education were to be curtailed, if School Boards were "to surrender" any portion of the "position they now occupy," the injury to the industrial classes, and through them to the community, would be almost irreparable. No development however desirable in itself—of secondary education divorced from primary—would, in the least, compensate them for their loss, even if it were accompanied by the widest possible system of scholarships. What they need is, not a smattering of an education intended to fit its recipients for careers differing from their own, but what their industrial competitors of other nations already possess, a development and continuation of an education suited to their own requirements. If it proves to be the fact that public elementary education is not at present legally in a position to meet this need, fresh legislation enabling it to do so will be a necessity of the near future. But, before calling for fresh legislation, it may be well to enquire, a little more closely than the present advisers of the Duke of Devonshire appear to have done, what is the actual effect of the existing law.

The principal provisions of the Act of 1870, and subsequent legislation, which bear upon this subject, are the following:—

(1) Elementary Education Act, 1870.

Section 5 enacts that "there shall be provided for every school district a sufficient amount of accommodation in public elementary schools available for all the children resident in such district for whose elementary education efficient and suitable provision is not otherwise made; and where there is an insufficient amount of such accommodation . . . the deficiency shall be supplied in manner provided by this Act," that is to say, by a School Board elected for the purpose—the Education Department being made, by subsequent sections, the authority to determine, in the first instance, whether, and to what extent, there is a deficiency of accommodation.

Section 30 constitutes a School Board, "a body corporate" "having a perpetual succession and a common seal," but "with power to acquire and hold land for the purposes of the Act, without any license in mortmain."

Section 18, after prescribing that a "School Board shall maintain and keep efficient every school provided by such Board," proceeds to require them to "from time to time provide such additional school accommodation, as is, in their opinion, necessary in order to supply a sufficient amount of public school accommodation for their district."

Section 19, among other things, empowers them unconditionally, to provide "school houses" for the last-mentioned purpose, and to supply "everything necessary to the efficiency of the schools provided by them."

Section 14 prohibits the teaching of sectarian catechisms in schools provided by a School Board, and requires that every such school "shall be a public elementary school within the meaning of this Act."

Section 7 lays down certain regulations with respect to religious observances and instruction, and other subjects, to be observed by an elementary school in order to become a "public elementary school," including one that every such school "shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant."

Section 3 defines "an elementary school" as "a school or department of a school at which elementary education is the principal part of the education there given," but adds that the definition "does not include any school, or department of a school at which the ordinary payments, in respect of the instruction, from each scholar, exceed ninepence per week."

Section 3 further provides that the term "school-house" shall include "the teacher's dwelling-house and the playground (if any) and the offices and all premises belonging to, or required for a school."

Section 97 provides that "the conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant shall be those contained in the minutes of the Education Department in force for the time being."

Sections 63-66 enable the Education Department to supersede any School Board failing to carry out its duties under the Act.

II.—Elementary Education Act, 1873.

Section 10 enacts that School Boards "may, with the consent of the Education Department, borrow money on security of the school fund and local rate," for the purpose of defraying the cost, among other things, of "providing," "enlarging,"

"improving or fitting up a school-house," but prescribes that no such consent "of the Education Department shall be granted unless proof be given to their satisfaction that the additional school accommodation which it is proposed to supply is required in order to provide for the educational wants of the district."

III.—Act of 1876.

Section 20 provides that "the conditions required to be fulfilled by schools in order to obtain annual Parliamentary grants, shall provide that the income of the schools shall be applied only for the purpose of public elementary schools."

IV.—Act of 1890.

Section 1 enacts that "it shall not be required as a condition of a Parliamentary grant to an evening school that elementary education shall be the principal part of the education there given, and so much of the definition of the term elementary school," in Section 3 of the Act of 1870, "as requires that elementary education shall be the principal part of the education given in an elementary school shall not apply to evening schools."

V.—Act of 1891.

Section 5 requires a School Board to supply any deficiency of accommodation in free schools that may exist "for children over three and under fifteen years of age, for whom such accommodation is required."

VI.—The Technical Instruction Act, 1889.

Section 1, *Sub-section* (1) (*d*), enacts that "a local authority may, on the request of the School Board for its district or any part of its district or of any other managers of a school or institution within its district for the time being in receipt of aid from the Department of Science and Art, make" provision in aid of the technical and manual instruction supplied in schools within its district.

Sub-section 3 of the same Section adds that "nothing in this Act shall be construed so as to interfere with any existing powers of School Boards with respect to the provision of technical and manual instruction."

Section 2 empowers any School Board, "should they think fit, to institute an entrance examination for persons desirous of attending technical schools or classes under their management."

The general result of this legislation may be summarized as follows:—

It is the duty of the School Board to provide in day schools, in which elementary education forms the principal part of the education there given, and the fees charged do not exceed 9d. per week, and in evening schools in which the fees do not exceed the like sum, such amount of accommodation—

(*a*) As the Education Department may decide to be needed to render either

(i.) The general school provision of the district sufficient for all the children resident in the district, for whose elementary education efficient and suitable provision is not otherwise made; or

(ii.) The free school accommodation of the district, sufficient for every child between three and fifteen years of age, for whom such accommodation is desired; and

(*b*) As they themselves may consider necessary in order to supply a sufficient amount, either of public school accommodation generally, or of free school accommodation for their district, an obligation which, it should be observed, is not only not identical with the former, but is more extensive.

For this purpose the School Board are empowered to provide, not only school-rooms and class-rooms, but also teachers' houses, play-grounds, offices, and "all premises belonging to, or required for a school." It is the duty of the School Board to maintain and keep efficient every such day or evening school provided by them, and, in particular, to comply with the conditions required by the minutes of the Education Department, for the time being in force, to be fulfilled by an elementary school (day or evening), in order to obtain an annual Parliamentary grant, and to observe the regulations laid down in the principal Act with respect to religious observances and instruction. For this purpose they are empowered to provide everything necessary for the efficiency of the day and evening schools provided by them; and for the discharge of this, and their other duties, they are directly responsible to the Education Department.

It is the duty of the Education Department, before they allow a School Board to borrow money for any of the purposes enumerated in the Act, to require the School Board to satisfy them that the accommodation to be provided is "required for the educational wants of the district."

Among the general powers which a School Board are assumed

by this legislation to possess, without the same having been expressly conferred, are those (i.) of giving religious instruction in their schools, (ii.) of supplying, in some form, technical and manual instruction, and (iii.) of managing technical schools or classes.

We are now in a position to consider, by the light of this legislation, how far the statements of the Duke of Devonshire and of Sir John Gorst are correct, as they affect the powers of School Boards with respect to (i.) Evening Schools; (ii.) Ordinary Day Schools; and (iii.) Higher Grade Schools.

Evening Schools.

So far as these are public elementary schools, School Boards are empowered, if not required, by Section 18 to provide them to such extent as "in their opinion" may be needed "to supply a sufficient amount of public school accommodation for their district." If there had originally been no limitation as to the character of the education to be given in these schools there might have been some doubt as to the intentions of the Legislature on the subject. But when a special statute is passed expressly repealing, so far as evening schools are concerned, the previously existing regulation, that the principal part of the education given must be elementary, language ceases to have any definite meaning, if it is permissible to say that a body authorised by statute to provide such schools is acting "with no statutory authority," when it gives in them a kind of education the second statute was expressly passed to permit. Doubtless those upon whose authority the Duke of Devonshire made the statement alluded to had overlooked the Act of 1890 altogether. But such a circumstance affords some measure of the confidence to be placed upon their accuracy of information and their freedom from bias.

Ordinary Day Schools.

The only directions contained in the Act of 1870 as to the character of the instruction to be given in a Board school are, it will be observed, those contained in Section 14. These prohibit the teaching of sectarian catechisms, and require that the school shall be conducted as a public elementary school, *i.e.*, among other things, "shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant"—an elementary school being defined to be one in which "elementary

education is the principal part of the education there given," and in which the fees do not exceed 9d. per week. This definition clearly implies that part of the education given in a public elementary school may, if it be a subordinate part of that education, be of a character which is not strictly elementary. No definition of "elementary education" is given in the Act, nor is it, perhaps, possible to lay one down in detail, which shall be both accurate and true for all time.

The common-sense definition—that by which most other nations are guided in this respect—would certainly be, that elementary education is that description of education which the social and economic conditions of the community, for the time being render it necessary or desirable that the great bulk of its members should receive. Its nature and extent would vary from time to time with the varying needs of the community, would grow with the growing intelligence and appreciation of the people, and would expand in any direction rendered necessary by the stress of foreign or domestic competition. Its details would be widely different in different parts of the same country, according as the districts were agricultural, manufacturing, or commercial in their character; for the needs of a seaport are not the same as those of an inland town, nor are the requirements even of one manufacturing centre identical with those of another.

It was, no doubt, a wise appreciation of this need of elasticity and of a power of adaptation to the growing requirements of the nation, that led the framers of the first Education Act to abstain from any precise legal definition of the term "elementary education"—leaving the matter to be determined from time to time mainly by administrative action, which itself should be subject to Parliamentary control.. Sir John Gorst recently expressed the opinion that "the Education Department could make anything elementary education by putting it into the Code." Though this expression of opinion was, and was probably intended to be, greeted with laughter by his audience, there is a certain element of truth in the statement, if properly qualified. Within the region of law Parliament, of course, is omnipotent; and if Parliament acquiesces in the action of the Department, it is not impossible that the inclusion of a subject in the Code might be held to have the effect supposed—certainly it would if the subject were made compulsory; but that result would be due to the acquiescence of Parliament, not to the action of the Department. It is sometimes said that the provisions

of the Code for the time being are "incorporated" in the Education Acts by the operation of Section 97 of the Act of 1870. But this does not appear to be strictly correct; only those provisions which contain for the time being "the conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant" (*i.e.*, in the main, Articles 77-90) are clearly so embodied and made binding upon every public elementary school. The remaining provisions, however, of the Code—some of which do not apply to public elementary schools at all, and the rest of which are for the most part of a more or less optional character—if not actually incorporated in the Act do nevertheless acquire from it the force of law, for indicating the objects upon which Parliament authorizes the expenditure of the funds annually voted by it in aid of public elementary education. We cannot, however, claim Parliamentary authority for the definition of elementary education —tempting though it is from its extreme simplicity—to which Sir John Gorst seems to invite us, viz.:—"Everything in the Code is elementary; everything that is not in the Code is secondary." For "the object" of the Parliamentary grant is defined to be "to aid in maintaining (*a*) Public Elementary Schools, (*b*) Training Colleges for Teachers." As a public elementary school is one in which only the principal part of the education need be elementary, a grant in respect of a non-elementary subject would not necessarily be a misapplication of the public funds; nor would the presumption as to the elementary character of every aided subject be irresistible. Though the legal seems to tend to approximate slowly to the common-sense definition of elementary education, it is probable that on the whole the best working definition of the term at the present time is that elementary education is that kind of education which, by authority of Parliament, is, for the time being, under the terms of Section 7 (4) of the Act of 1870, compulsory as a minimum standard of efficiency in public elementary schools. This comprises, under existing circumstances, Reading, Writing, and Arithmetic, Object Lessons and "suitable occupations," the "class subjects," and, for boys and girls respectively, drawing and needlework;—to an extent, at least, similar to that set out in the syllabus which, in respect of most of these subjects, is appended to the Code of the Education Department.

The intentions, however, of the Legislature, which must necessarily be the ultimate authority on the point, with regard to the education to be given in public elementary schools, are not to be

gathered solely from the prescription that the principal part of such education is to be elementary, or even from the provisions of the Education Acts alone, though some of the latter are very wide in their scope. As previously mentioned, the code of the Education Department which is at any time "in force for the time being" is given the force of law, by section 97 of the Act of 1870, provided that such of its provisions as were "not in force at the time of the passing" of that Act, shall have lain for not less than one month "on the table of both Houses of Parliament." If, therefore, exception is not taken by either House to any of those provisions, they become law at the expiration of the prescribed time, and, as such, are to be treated as an expression of the mind of the Legislature. Those provisions not only contemplate, but, in the case of scholars in Standard V., and upwards, directly encourage the introduction into the curriculum of public elementary schools, of subjects not at present included in the scope of "elementary education." They likewise contemplate (Article 101 *f* ii.) that some of the scholars of either sex will be prepared for the ordinary examinations of the Science and Art Department, as well as, in the case of boys (Articles 85 *b* and 101 e), for the examinations in drawing and manual instruction for scholars in elementary schools recently taken over from that Department. Special facilities, moreover, are afforded for the instruction in these, and some other, subjects by the provision (Article 12 *f*) allowing such instruction to be given at appropriate places not "in the school premises," and by persons other than "the ordinary teachers of the school." These provisions clearly indicate the intentions of the Legislature that, where the circumstances of the school are favourable, the curriculum of a public elementary school should embrace, for scholars of suitable age and attainments, instruction in subjects which cannot at present rightly be called elementary, including those contemplated by the directory of the Science and Art Department, provided always that such instruction is not given either on a scale, or under conditions as to charge, which destroy the elementary character of the school taken as a whole.

The motive, no doubt, which induced the Department to introduce, and the Legislature to approve, these provisions, was not any desire to encourage elementary schools (nor does their acceptance necessarily imply any wish on the part of those schools) to encroach on the sphere of secondary education; but a conviction that the instruction in question was calculated to increase the efficiency of those schools *as elementary schools*—and that in two obvious ways. First by counteracting to some extent that tendency

of the scholars to leave school at an unduly early age, which the very improvement in elementary education is otherwise increasingly calculated to promote; and by, in this way, not merely extending the scope of the education, but materially increasing the probability of permanence for its influence, and consequently the return which the nation will receive for the enormous outlay it is now making on elementary education. Secondly, by re-acting beneficially upon the quality of the elementary education itself, through the increased interest and intelligence it awakens in the scholars, and the relief it affords to the teachers from the monotony of a more restricted curriculum.

These considerations, however, are, of course, not dependent for their force upon the fact that the Legislature has recognised and acted upon them. The influence of an extended curriculum in increasing the efficiency of the schools as instruments of elementary education would not, in fact, be one whit less than it is now, if Parliament had never provided funds for encouraging such extension. The power, therefore, of a School Board to enlarge the curriculum of its schools would have been just as complete under those circumstances as it is at present, for Section 19 of the Act of 1870 gives them unconditional authority to supply "everything necessary for the efficiency of the schools provided by them."

Sir John Gorst, however, appears to challenge this view, for he says "the only practical limit upon the powers of the School Board appears to be that it cannot spend the ratepayers' money in teaching anything except what is prescribed in the Education Code, and is, therefore, supposed to be within the meaning of elementary education." Doubtless the word "prescribed" was a mere slip of the tongue, for no one knows better than Sir John, that of the subjects permitted by the Code, and even of those directly encouraged by a grant, it is only a small proportion that are "prescribed"—the remainder being recognized as "optional." Treating the word, however, as equivalent to "permitted" or "recognized," the statement is none the less open to question. The latitude of choice now allowed by the Code is so extensive that the question whether a School Board may or may not teach subjects not included in the list already recognized, or which may be covered by the provision in favour of "other secular subjects approved by the Department," has for the present at least lost much of its practical interest, and has assumed somewhat of an academical character. This, however, was not the case a few years ago, and may possibly cease to be so in the near future, when the question will again become

one of practical moment. It may, therefore, still be useful to examine the point a little more closely.

A School Board are a *body corporate*, called into existence for the purposes of the Education Acts ; as such, they have full power, in the absence of specific provisions to the contrary, to do all acts which come legitimately within the limits of the work for which they are called into being—that is, so far as the point at present under consideration is concerned, the provision and maintenance of a sufficient amount of public school accommodation. Apart from any express provisions to that effect, the duty would lie upon the School Board to do this work efficiently ; and with that duty would go the powers necessary for its performance. But the Legislature has not been content to leave these points to even necessary inference, but has provided in express terms that " the school board shall maintain and keep efficient every school provided by such board," and that for this purpose they " may supply everything necessary for the efficiency of the schools provided by them."

This distinct statutory obligation and equally distinct statutory authority, the one the correlative of the other, directly imply and involve the right and duty of the School Board to form an independent opinion on the subject to which their obligations and authority relate, and to act upon such opinion so long as they do so *bonâ-fide*, and subject to their complying with any requirements in this respect that may be laid down by the proper authorities.

The efficiency of a school is necessarily to some extent a relative matter—the standard varying with the conditions of the district to be supplied. A school, which would be perfectly efficient for a small country village, may be altogether inadequate for the requirements of a large town. The power, therefore, to provide " everything necessary for the efficiency of the school," must be taken, in the absence of any express limitation, to extend to everything—including any special form or subject of instruction—necessary to the complete efficiency of the school, having regard to the particular requirements of the locality which the school is intended to serve—of which requirements the School Board, in the exercise of their statutory duties and powers, are primarily the judge.

The limitations laid down by the statute with respect to the secular instruction in public elementary schools are in the main the following two (1) the " principal part " of the instruction must be elementary, (2) the school must comply with the conditions—in respect of instruction, as well as of other matters—required for the time being " to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant." The first may be said to

impose the upper, the second the lower of the two limits between which the education in a public elementary school may range. However desirable the School Board, or the managers of a voluntary school, may consider the introduction into their schools of instruction other than elementary, such introduction can only take place to an extent that will not cause the "principal part" of the instruction in the school to be other than elementary. On the other hand, the second limitation imposes a minimum standard of sanitary and educational efficiency, below which a public elementary school shall not be permitted to fall; there must be certain structural provisions, teachers qualified in certain prescribed ways, and bearing certain numerical proportion to the attendance at the school, etc., etc., the school must ordinarily have been open not less than 400 times, and each attendance must have included at least two hours devoted to such branches of secular instruction as are required or recognised by the Department.

To treat this minimum as a maximum would be obviously ridiculous as regards most of these points, and there is no more reason why it should be so treated in respect of the subjects of instruction, than of the sanitary provision, or the strength of the teaching staff. Without laying undue stress upon the word "required," by alleging what, however, is perfectly true in one sense, that the "specific subjects" are not at all, and the "class" only as regards one of their number "required" within the meaning of this section, it is perfectly clear that any expenditure upon religious instruction, which is expressly excluded from the subjects for which a Parliamentary grant is even inferentially made, would be absolutely illegal, if the interpretation of the Act now under consideration were the true one—a veritable *reductio ad absurdum!* The right, however, to give religious instruction is not, as a matter of fact, conferred even by the Act of Parliament, unless, indeed, it is included in the expression "everything necessary for the efficiency" of the schools. On the contrary, the Legislature appears to assume that right to be antecedently existing, and to confine itself to regulating the exercise of that right. The right is now incidentally recognised by Art. 17 of the Code, but it will hardly be contended that its existence is in any way dependent upon such administrative recognition. But there is nothing either in the Act itself or in the nature of things limiting to religious instruction the application of the principles upon which this legislative recognition of that subject depends; and, in fact, much the same legislative recognition is

given by the Technical Instruction Act, 1889, to the "existing powers of school boards with respect to the provision of technical and manual instruction." This Act, be it observed, was passed at a time when neither the Education nor the Science and Art Department had in any way recognised "manual instruction" as a proper subject for inclusion in the curriculum of an elementary school. The recognition, therefore, by the Legislature of the powers of a School Board in this matter was, and is still, quite independent of any action by either of those Departments. If, moreover, the interpretation of the Act now propounded by Sir John Gorst had been that placed upon it in the past, much of the progress which has actually taken place in elementary education would have been prevented, and several subjects which now find a recognised place in the Code would, in all probability, never have been introduced.

The change recently made in the wording of Art. 17 by which "secular subjects" other than those enumerated in Art. 15, or sanctioned by the Department under Art. 16, may, if "approved by the Department," be taken in a public elementary school, "but no grant is made in respect of any such instruction," has reference no doubt to subjects (such, for instance, as physical exercises), the time occupied in the instruction of which may be reckoned "in making up the minimum time constituting an attendance," but for which no separate grant is made. As such the regulation is well within the competence of the Department; but it can hardly have, in respect of secular any more than in respect of religious subjects taken outside that minimum, the effect sometimes attributed to it of further limiting the statutory discretion of School Boards. It is possible that, as Lord (then Sir Horace) Davey appeared to think in the very guarded opinion of his quoted in last month's *Gazette*, if and "so far as the conditions required in order to obtain a Parliamentary grant contained in the minutes of the Education Department in force for the time being prohibit any subject to be taught," such express prohibition might exclude that subject from being taken, not only within "the minimum time constituting an attendance," but even outside that minimum. As, however, the "conditions" in question are intended to provide a minimum, not a maximum standard of efficiency, it is questionable whether such an express prohibition would not be *ultra vires*, unless limited to cases in which the introduction of the subject was calculated to lessen the efficiency of the instruction in those prescribed by the Department, a condition of things that could hardly arise where the subject in question was taken outside the minimum

time for an attendance. However this may be, the point is scarcely an important one, for it is hardly conceivable that the Education Department could prohibit the introduction of any subject really affecting the efficiency of a school, or that if they did Parliament would allow the prohibition to stand. Apart, however, from this limitation, the above-quoted opinion of Lord Davey—possibly all the more strongly on account of its extremely cautious and guarded nature—lends powerful support to the views expressed in this paper, for he says, "I am of opinion that provided that elementary education continues to be the principal part of the education there given, instruction in any secular subjects, as well as in religious subjects, may lawfully be given in a Board school, unless and except so far as" any particular subject is prohibited, as previously suggested.

As long as the Education Department do not restrict their grants to subjects taught within the minimum time for an attendance, and continue to allow anything like the present wide choice of subjects and latitude in the preparation of schemes, it is not probable that School Boards will often wish to introduce, in regard to scholars for whom they can obtain any grant whatever from the Department, subjects which do not bring a grant in place of those which do. Yet, if for any reason they see fit to do so, the correct opinion appears to be that they are at full liberty to adopt that course, provided they devote at least two hours of each of not less than 400 attendances to subjects required or recognized by the Department. This would, under existing conditions, allow of one and a half hours each day—and possibly of one entire half-day each week—being devoted, so far as some or all of the scholars are concerned, to subjects, including those of a religious character, not subsidized by the Department, provided that that arrangement did not cause the principal part of the instruction given in the school to be other than elementary.

It has been argued, however, that whatever may have been the case previously, the condition laid down by Section 20 of the Act of 1876—embodied in Article 90 of the Code—and the interpretation which has been placed upon that condition by the Education Department, in the small print paragraph in that article, have had the effect of depriving a School Board of all such discretion as that claimed for them above. But this is clearly a misinterpretation of the effect of that condition upon the powers of a School Board. Apart altogether from this section (which, moreover, was introduced with special regard to voluntary and not to Board schools, though, of course, it actually applies to both), a School Board could not previously, any more than

subsequently, make any expenditure upon its schools which was not "for the purpose of public elementary schools," those schools being required by law to be public elementary schools; but the section leaves that "purpose" precisely as it was before, and, therefore, does not introduce any change in this regard in the powers of a School Board. The effect of this provision upon a Board school would appear to be that if, as is, or at least was, sometimes the case in Scotland, its income from school fees and Government grant exceeds its expenditure, the surplus cannot, as previously, be applied in reduction of the Board's general expenditure. As regards the interpretation placed upon this provision by the Education Department, it may be remarked that, however valuable it may be as an administrative provision, it does not profess to be other than an "interpretation" of a "condition," and not a condition itself; and that the "condition" being a statutory one, its authoritative interpretation, to have the effect of limiting powers derived equally from statute, must be given by the ordinary tribunals.

But, if subjects other than elementary may be taught in public elementary schools, is there any restriction, either as regards their age or attainments, with respect to the scholars who may be instructed? The only such restriction, beyond what may be imposed by the discretion of the School Board themselves, and possibly by an implied condition that the scholar in a day school shall not be an adult, is apparently that contained in the requirement that the "principal part of the education" given in the school shall be "elementary," that is to say, that the number of scholars, whether over or under 14 years of age, receiving instruction other than elementary, shall not be sufficiently large to jeopardize the elementary character of the school taken as a whole.

The Education Department will not "as a rule" make any grant towards the cost of the education of any scholar who has passed the seventh standard, if he or she is "upwards of 14 years of age"; the Science and Art Department on the other hand, will not now make a grant for any scholar whose name is on the register for day attendance under the English Education Department. These provisions, which are of comparatively recent introduction, may to a great extent be looked on as being each the corollary of the other. The practical effect of the two provisions in combination is, that after a scholar's education has been carried up to a certain point, the Education Department hands over to the Science and Art Department the duty of assisting his further progress. That these provisions

have, or were intended to have, any effect, as has sometimes been supposed, in restricting, further than is done by the Act itself, either the class of scholars who may receive education in elementary schools, or the character of the instruction that may be given in those schools, will hardly be seriously entertained by persons acquainted with the genesis of the provisions in question. The whole current of Parliamentary and Departmental action has, like that of educational opinion, been entirely in the opposite direction, and in favour of encouraging scholars to remain longer at school, not of placing obstacles in the way of their doing so.

That policy, moreover, is one upon which the Education Department has consistently acted in the discharge of its administrative duty; for it has not only never hesitated to approve plans, and sanction loans, for the provision of educational facilities intended to encourage scholars to prolong their school career, but has itself offered special inducements, in the way of increased borrowing powers, for School Boards to make such provision. The establishment also of such schools as the Central School at Sheffield has received direct encouragement successively from every Vice-President who has yet directed the affairs of that Department. The Science and Art Department likewise, until quite recently, expressly included among the categories of students, on account of whom alone claims might be made upon that Department "Scholars in Public Elementary Schools within the meaning of the Elementary Education Acts," establishing for their exclusive benefit, a special class of scholarships, and even now specifically mentions "scholars who on leaving a public elementary school are proceeding with their education in Science or Art Schools or classes."

The view, however, that the willingness of the Education Department to assist, is not in respect of the age of the scholars any more than in that of the subjects of instruction, the full measure of a School Board's power to give education, has received recently authoritative confirmation from Parliament itself; for the Act of 1891 makes it, unconditionally, the statutory duty of a School Board to provide free education for any scholars under fifteen years of age for whom it may be desired, and, therefore, potentially for all scholars under that age, notwithstanding the fact that, under its existing minutes, the Education Department will not make any grant towards the education of most of those over fourteen.

In these ways, both Parliament itself and each of the two branches of the Education Department, in the discharge of the

administrative work entrusted to them, have indicated very clearly their opinion that not only should the curriculum of public elementary schools include subjects not strictly elementary, but that it should be designed to induce young people and their parents to prolong the period that the former remain at school.

For, however, scholars beyond Standard VII. who are over 14 years of age, the only financial assistance that is open to the managers of a public elementary school, whether Board or voluntary, consists of the grants of the Science and Art Department, supplemented with anything that may be received from the scholars in the shape of school fees, or, under recent legislation, with contributions from the authorities administering the Technical Instruction Acts. Under the regulations of the Science and Art Department larger grants are made to classes conducted on the systematic plan laid down for Schools of Science than to those of the ordinary type. There is nothing in the details of the curriculum laid down for a School of Science which cannot be carried on in a public elementary school on the same systematic plan. The only effect, therefore, of formally complying with the special regulations of the Science and Art Department, is to secure larger assistance from that Department than would otherwise be obtained.

In the interests, therefore, of the ratepayers, it is desirable that the education of the children beyond the standards should, in Board schools, be conducted in such a manner as to secure the fullest assistance from the Science and Art Department. But even so, if the classes were confined to each of the separate departments, the cost of carrying them on would be very considerable, and, except in the case of the very largest schools, would exceed greatly the amount of any grant that could be earned. The number of scholars, moreover, in any one school would seldom be sufficient to enable the best quality of results to be secured.

These circumstances, if unremedied, would, in all probability effectually deter most School Boards as well as the managers of voluntary schools from adopting this method of instruction, much as it might be to the educational advantage of their schools. It is, in part at least, for the purpose of meeting this difficulty of expense, and of securing improved results, that the plan has been adopted by most of the larger Boards of grouping the scholars from several schools together for this higher instruction. The expense of this method is clearly less than would be the corresponding plan of working each

school separately, and by the increase of numbers, and the healthy rivalry between the scholars of the several schools, the efficiency of the instruction, and consequently the probability of grant from the Science and Art Department, is correspondingly increased. In this way what are known as Higher Grade Schools have been gradually evolved.

Higher Grade Schools.

The question, however, has been seriously raised whether it is within the legal competence of School Boards, as the law now stands, to establish and maintain a school of this kind. This question does not admit of a categorical answer, "Yes" or "No"; its determination must depend upon a consideration of the particular circumstances of each case. But in this respect higher grade schools are in the like case with "centres" of all kinds. It would be clearly illegal for a School Board with no schools of their own to establish a "pupil teachers' centre"; it would probably be illegal for such a Board to establish a "cookery centre," a "manual instruction centre," or a "laundry centre." Yet the provision of accommodation of all these kinds is well within the competence of a School Board having schools of their own, if made *bonâ fide* for the use of those schools. In the same way a higher grade board school—which is merely a "centre" for higher class instruction—depends for its legality upon the question whether it is provided *bonâ fide* for giving collectively a class of education which it would have been legal for the Board to give separately in the schools from which the scholars are drafted. If the education given separately would not have caused the "principal part" of the education given in the individual schools to be other than elementary, neither will its being given collectively at a common centre, and *vice versâ*. This of course does not mean that "outside" scholars may not be received into a higher grade school. They might within certain limits be received into the separate schools, and to the same extent they may be admitted to the central school, though policy may suggest caution in this respect.

The conclusions, therefore, to which we may come on this branch of the subject may be summed up as follows, viz.:—

1. That the question of the legality or otherwise of the maintenance of a higher grade school by a School Board must, like that of any other form of central instruction, be determined in each case by a consideration of the particular circumstances of that case.

2. That the provision in a Board School of education beyond what is strictly elementary, provided that it be not given to an extent or under financial conditions jeopardising the elementary character of the school as a whole, is not only legal but in accordance with the spirit of the Legislature.

3. That in any case where there are an adequate number of scholars of suitable age and attainments, their formation—subject to the like limitation—into a separate section of the school, conducted so as to obtain the special grants offered by the Science and Art Department for schools of science, is not only legitimate but desirable in the interests of the ratepayers; and

4. That the grouping together of several schools for the formation of a common section of this character, or of that more general kind known as higher grade—which is in itself desirable both on the ground of efficiency and economy—does not render that illegal which would have been perfectly legal if done separately in each of the allied departments.

In conclusion, passing from the consideration of legal technicalities, on which, as a practical educationalist, the writer is almost ashamed of having been compelled to spend so much of his own and other people's time, we may, perhaps with advantage, devote a little attention to considerations of a more general character.

The nation wants the people to be educated—it certainly needs this far more than it is at present conscious of. It has done something—inadequate, but still something—to secure this result in the field of primary education; it is time that it addressed itself seriously to the task of dealing similarly with secondary education. That task is one of enormous complexity, which will find for its solution ample occupation for all the intelligence and administrative ability that the nation can bring to bear upon it—none can be spared for internecine strife. It is also a noble task, one that should appeal to everything that is best and most generous in those who are called to take part in it; one from the presence of which the spirit of recrimination and mutual distrust should shrink away abashed.

Only in the field of primary education, and not even there over its whole extent, is there any adequate organisation. But, fortunately, that organisation exists where it is most wanted—in the great urban centres of population. On the whole it may

claim to have done its work well—it is reproached sometimes with having done it too well. It is in touch with the people it represents, it has studied their needs, and has endeavoured, not unsuccessfully, to meet them. As it has gained in experience, its conception of those needs, and of the scope of its own functions in regard to them, has grown in adequacy and completeness, and its discharge of those functions in dignity and efficiency.

When the time comes to complete the building, of which this organization has laid the foundation and built the ground floor, is it the part of wisdom to ignore the skill and experience it has acquired in the performance of the more humble but necessary duty entrusted to it? When it expresses the opinion that the superstructure should be in organic unity with the ground floor and foundation, uniform with them in general plan and design, and that, if for this purpose the existing structure should need alteration to adapt it to the plan of the completed building, the same mind should direct the alteration as the new erection, is it wise to treat the opinion with contempt and to dismiss it as a mere bid for the extension of the organization's own functions? Especially when the existing organization intimates its willingness to retire in favour of any new one that may be created with power to deal with the structure as a whole? When failing this, which it considers the best solution, it suggests that if two organizations must be employed upon different parts of the building they should be required to act in concert, and that the one which has laid the foundation and erected the ground floor should have a sufficient voice with regard to the plan and design of the superstructure, to secure some approach to unity in the conception of the building as a whole, is it statesmanlike to scout the suggestion as proceeding from no better motive than "jealousy" and "suspicion"—and to threaten the existing organisation that it shall be required "to surrender" control of the ground floor, and to confine its attention for the future to the foundation? or to provide that the organization which completes the building shall do so in ignorance of the nature of the subsoil and of the strength and construction of the different parts of the foundation?

That the task which remains to be accomplished is one of magnitude as well as of complexity the following considerations will amply show. The children of any given year of age may in round figures be set down as $2\frac{1}{2}$ per cent. of the total population. A school life extending on the average over ten years would, therefore

give as of school age a total amounting to 25 per cent., or to 250 in every 1,000 of the whole population. If the Education Department's estimate of one-seventh, as the proportion of the population who may be expected not to use elementary schools, is even approximately correct, it follows that there should be found in secondary schools of one kind or other some 35 per 1,000 of the gross population; while, as a matter of fact, the number of those who are attending such schools, inclusive of those in Higher Grade elementary schools, is not estimated to reach one-third of that proportion. The main cause of the discrepancy can only be set down as owing to the cost of secondary education as at present supplied. The first necessity, therefore, is, by organization and other means, to reduce this cost sufficiently to bring it within the means of the great bulk of those who are now debarred thereby from using the schools. The present cost—most of which is derived from public sources—of education in the better class of elementary schools amounts to rather less than £3 a head. To reduce by the like amount the existing charges in secondary schools of the second and third grades, if it should succeed in attaching to those schools only one-half of the scholars who ought to be, but are not there at present, would, of itself, exhaust the whole of the public funds now available for technical and secondary education alike—funds which there is no reasonable prospect of being at all materially increased so long as education is bisected upon social lines.

One would have thought that under such circumstances, to find one large section of the work in a fair way of accomplishment, in an efficient and economical manner, upon lines securing complete acceptance on the part of those primarily interested, and at little or no charge to the limited funds alone available for secondary education pure and simple, would have been highly satisfactory to those who may be called upon to perform a large and important work with very inadequate resources. That if, contrary to the views expressed in this paper, the legality of what was being done was open to question, steps would have at once been taken, as Mr. Forster prophesied, to remove all doubt upon the point, and to promote and encourage the development of a system founded upon practical experience, and responding in a natural manner to ascertained requirements.

Though this is unfortunately not quite the spirit in which the subject has been approached by those who are aspiring to solve this important problem, it is to be hoped that a fuller consideration both of the magnitude of the work they are undertaking, and of the difficulties by which it is beset,

may produce a greater willingness on their part to utilize all available experience, and a truer as well as a more generous appreciation of the motives and of the labours of others. If so, the subject may perhaps be removed once for all, and to the advantage of all concerned, out of the region of "suspicion" and "jealousy," of petty personal ambitions, and, above all, of imputations to which it would be so easy, but so profitless, to retaliate.

Notes.

THIS number of *The School Board Gazette* contains some interesting information obtained from the Scholarship List recently issued by the Education Department. The remarkable success of the Pupil Teachers belonging to Board Schools clearly demonstrates the great value of the Centre System, and in considering the recommendations of the Departmental Committee regarding Pupil Teachers the Executive Committee have in their criticism of these recommendations been careful to point out where the views of the experts on the Departmental Committee appear to clash with the interests of such Centres.

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There is a great need for further Training College accommodation, particularly for School Mistresses. The proposal of the Executive Committee that School Boards should be empowered either separately or in combination, to establish new Colleges in towns having University teaching available would be a practical means of meeting the want of further facilities for the training of Elementary Teachers. The success which has attended the management of Pupil Teachers' Centres by the Boards of the great towns is the best evidence of their ability to undertake the further development of the training of Teachers after the completion of apprenticeship. The scarcity of trained teachers will speedily force the Education Department to provide new means of training if Managers are to have their needs supplied. The returns now being issued by the Education Department regarding the Training Colleges show that out of the twenty-eight Residential Colleges for women, fifteen have already filled up all their vacancies for next year.

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Difficulties have arisen between the Non-County Boroughs and the County Councils (administrative areas) relative to an agreement being come to as to the constitution of the local authority for Secondary Education which may be appointed when Parliament passes a measure dealing with this, perhaps the most important, part of the Secondary Education question.

Negotiations have been going on for some months past between the Associations representing the School Boards, the

County Borough Councils, and the County Councils of administrative areas. In County Boroughs having School Boards there should be no real difficulty in arrangements being come to between the Municipalities and the School Boards, the Municipalities having agreed that one-third of the authority shall be appointed by the School Boards. Since this matter was considered by the Association of School Boards at the Special Meeting in December last the Municipalities have made a further condition, *i.e.*, that the majority of the new local authority shall be appointed by the Councils; but they have confirmed the proportion of one-third to be elected by the School Boards. The proposal will come before the next meeting of the Association.

The County Councils of administrative areas are, however, in a somewhat difficult position. Whilst, on the one hand, not prepared to receive the suggestions of the Association as to the representation of School Boards within the areas, they have, on the other hand, an even greater difficulty to contend with in connection with the Non-County Boroughs. The scheme relating to Secondary Education prepared by the Law Committee of the Association of Municipal Corporations was considered at a largely attended meeting of the Association held at the Guildhall on the 25th March. From the terms of the scheme it would appear that the negotiations between the Municipal Authorities and the County Councils of administrative areas had resulted in an agreement that the area of every Administrative County and County Borough shall be the educational area. This arrangement naturally did not satisfy the Non-County Boroughs, whose representatives form by far the greater proportion of the Association of Municipal Corporations.

When the scheme was brought before the Association the portion of the report relating to Secondary Education was not approved. It is understood that there will be a further attempt made to arrange matters, and that the whole question will be considered at the Autumn meeting of the Association of Municipal Corporations. If the Non-County Boroughs secure their point, namely, that they shall be the authority in their own districts, it will be difficult to refuse the large Urban Districts under District Councils, and we shall again have a repetition of what took place in Parliament in 1896, when the Government, advocating the claims of Councils of administrative areas to be the educational authorities for their own districts, had to face the opposition of the Non-County Boroughs and populous places under District Councils; with the result that the Bill

had to be withdrawn. With this experience before them it is not likely that the Government will again attempt by legislation to establish a local authority for Secondary Education until they have the clearest assurance that the County Councils of boroughs and administrative districts, together with the School Boards, have come to an agreement among themselves as to the constitution of the local authority.

Whatever may be the ambition of the County Councils of administrative areas to be recognised as the authority for education for the whole county outside the County Boroughs, it cannot be denied that the Non-County Boroughs have a good case for claiming independent administration, seeing that they are entrusted with much larger powers, and have full liberty of administration in matters of ordinary affairs within their own districts, quite on a par with the powers of Councils of County Boroughs. Indeed, many of the Non-County Boroughs, particularly in the North of England, are of far greater importance both as to population and rateable value than some towns enjoying the dignity of being County Boroughs. If we take, for example, the great administrative county of Lancaster, extending from Windermere on the north to Stalybridge in the south, with all its varied interests—commercial, manufacturing, and educational —containing within its area also a large number of important Non-County Boroughs, like those of Southport, Darwen, and Ashton-under-Lyne, it will readily be seen that no County Council, or Local Authority appointed thereby, can adequately undertake the work of the administration of Secondary Education for all the districts outside the County Boroughs. Nor is at all likely that the Non-County Boroughs would be content to be under the control of such an authority, seeing that they enjoy full independence in other matters of municipal administration. To take out of the county the Non-County Boroughs, and the populous places under District Councils, means that any authority appointed for Secondary Education in the administrative area has its prestige considerably diminished by the loss of population and consequent reduction of rateable value; in fact, such an authority would practically represent only the agricultural districts. Much as this may be disliked by the County Councils, it is difficult to see how it can be avoided, and really the benefit to education is not seriously imperilled, seeing that the County and Non-County Boroughs can readily supply the Technical and Secondary Instruction required in their own towns and also provide such instruction for the districts adjacent thereto. Should the result be that the new local authorities

for education shall be independent authorities in the County Boroughs, the Non-County Boroughs, and in the large Urban Districts, then all that would be necessary in the administrative County would be a local authority dealing with the interests of the rural districts, and providing scholarships and facilities by means of which pupils resident in the administrative area may be enabled to take advantage of the technical and secondary schools in County Boroughs, and in the schools which will be provided by many of the Non-County Boroughs and District Councils. Such an arrangement would considerably facilitate the adequate representation of School Boards, for in most instances the areas represented by the Boards would be identical with those of the Boroughs, or the Urban Councils. This circumstance, combined with the impracticable attitude assumed by the County Councils with regard to Non-County Borough Councils and School Boards alike, suggests the question whether it would not be wise for the two authorities last mentioned to combine their forces.

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Owing to want of room in this number we have been obliged to defer the insertion of the article on Schools of Cookery, and the analysis of the Parliamentary return of the employments of children on leaving school, referred to in the last number.

Pupil Teachers.

[The Report of the Departmental Committee.]

Report of the Sub-Committee appointed by the Executive Committee to Consider the Recommendations of the Departmental Committee.

THE Sub-Committee have carefully considered the Recommendations of the Departmental Committee appointed by the Education Department (4th January, 1897) to "enquire into the working of the pupil-teacher system in England and Wales, and the supply of teachers as affected by that system, and to report whether any, and, if so, what, alteration is required in the existing regulations of the Department as regards pupil teachers."

The Report of the Departmental Committee, dated January 12th, 1898, has been presented to Parliament, and with the view of enabling the Executive Committee to issue a statement thereon to the Association, the various recommendations have been taken *seriatim*. An abstract is given, and opposite each recommendation the views of the Sub-Committee have been placed. Subject to alterations the Executive Committee may make at their meeting on the 17th March, at Liverpool, it is proposed to issue the same in the shape of a report to the Association. [The Report of the Sub-Committee was adopted by the Executive on the 17th of March last.]

Abstract of Summary of Recommendations of the Departmental Committee as contained in pages 25-33 of the Report.	Recommendations of the Sub-Committee.
[The Departmental Committee preface the Summary of their Recommendations by a statement that the majority of the changes recommended can be effected by the Education Department without additional legislation, and that immediate effect need not be given to all the changes.]	
1.—Employment of Children as Teachers.	
(*a*) None under age of 13.	(*a*) That this be approved.
(*b*) Over 13 must have passed Standard IV. or hold five years' attendance certificate.	(*b*) That dissent be expressed to Standard IV., and presentation in Standard VI. recommended in place thereof. Attendance Certificates not to qualify
[El. Ed. Act, 1876, 1st Schedule.]	

ABSTRACT OF SUMMARY OF RECOMMENDATIONS OF THE DEPARTMENTAL COMMITTEE AS CONTAINED IN PAGES 25-33 OF THE REPORT.	RECOMMENDATIONS OF THE SUB-COMMITTEE.
2.—PROBATIONERS.	
(*a*) Recognition of Probationers in Urban Schools to be discontinued.	(*a*) This recommendation is dissented from. It should be permissible for candidates for future apprenticeship to be secured at 13.
(*b*) Probationers in Rural Schools must	
I. be over 13 and under 15 years of age.	(*b*) I. Omit words "and under 15 years of age."
II. health and home satisfactory.	II. Approved.
III. have passed in Standard VI. in three elementary and in two class subjects (needlework not one).	III. To read have been *presented in.* Omit mention of *needlework* as an exception.
IV. If recognition desired for a second year, pass similar examination in Standard VII.	IV. Approved.
V. Conditions of service similar to those for first and second year pupil teachers.	V. Approved.
3.—ADMISSION OF PUPIL TEACHERS.	
I. In Urban Schools must be 15 years of age. In Rural Schools, with consent of Inspector, 14 years. After 1900 age to be raised to 16 (Urban Schools) and 15 (Rural Schools).	I. Approved, subject to the omission of the raising of the age in 1900.
II. Certificate from Medical Officer, approved by Department, to be produced.	II. Approved.
III. Certificate of good moral character, satisfactory home, and opportunities for private study.	III. Approved.
IV. Candidates must pass examination of Education Department in accordance with syllabus given in Appendix I, or Oxford or Cambridge Local Examinations for Junior or Senior Students.	IV. Omit all the words after Department to end of paragraph, and insert *or a University Local Examination for Junior or Senior Students.*
V. Shortened apprenticeship, contemplated on certain conditions, the engagement in certain cases being diminished to one year, end of engagement to be beyond the end of the candidate's 18th year.	V. Approve, but the Sub-Committee are of opinion that it should only be in exceptional cases where the period of apprenticeship should be limited to one year.
4.—CONDITIONS OF EMPLOYMENT IN SCHOOL.	
I. No Pupil Teacher in a school in which there are not at least two adult teachers.	I. Approved, unless Pupil Teachers are Half-timers.
II. Number of Pupil Teachers not to exceed two for principal certificated, and one for each additional certificated teacher.	II. Two Pupil Teachers to be allowed for each certificated teacher where half-time system is adopted.
III. After 1900 Pupil Teachers only to be employed in those schools where Head Teacher is recommended by Inspector as qualified to superintend Pupil Teachers.	III. The omission of this condition.

ABSTRACT OF SUMMARY OF RECOMMENDATIONS OF THE DEPARTMENTAL COMMITTEE AS CONTAINED IN PAGES 25-33 OF THE REPORT.	RECOMMENDATIONS OF THE SUB-COMMITTEE.
IV. Time of employment in school 1st and 2nd years, four meetings a week; 3rd and 4th years, six meetings a week. A longer period with sanction of H.M.I. for one year Pupil Teachers, and for those who have been wholly under instruction in secondary schools for part of this engagement.	IV. The Sub-Committee dissent, and recommend that Pupil Teachers should be at least half their time in the school in which they are employed, and that the additional expense to managers entailed by the half-time Pupil Teacher system should be met by additional grants of money from the Education Department.
V. Pupil Teachers not to be required to work outside school hours, preparing needlework, or material for school work.	V. Approved in the following amended terms:—Pupil Teachers and Probationers not to be employed in any kind of work for the day school outside the recognised hours of attendance at the day school.
VI. First and second years' Pupil Teachers not to be counted on staff, or to be responsible for class. May assist adult teachers.	VI. The Sub-Committee recommend that this clause should be altered, so that first and second year Pupil Teachers may be counted on the staff for the time they are actually teaching in the school if they have served as probationers or are assisting adult teachers.
VII. Third and fourth years' Pupil Teachers may have class not exceeding twenty-five in average, under supervision of Head Teacher.	VII. It is recommended that this clause should be altered to the effect that third and fourth year pupil teachers should be counted on the staff for the time they are actually teaching in the school under the supervision of a Certificated Teacher.
VIII. As a rule, Pupil Teachers to give once a day a lesson before, or hear a lesson given by Certificated Teacher; each week to give lesson before Head Teacher. Record to be kept for Inspector.	VIII. It would be sufficient to provide that periodical, and criticism lessons be given before the Head Teacher and staff of school. A record to be kept for H.M. Inspector.

5. Instruction of Pupil Teachers.

At least five hours a week instruction. If possible to be given in a Centre or Secondary School, under arrangements approved by Department, which may be wholly attended by a Pupil Teacher during a certain portion of his engagement, in which case conditions as to employment may be relaxed.	The words "where Centres are not possible" should be added to the first paragraph, and the second paragraph should read, "instruction should, where possible, be given in a Centre conducted in accordance with the condition specified in section 9 below." All reference to Secondary Schools to be omitted.
Supervision of students to be provided by Managers.	Approved.

6.—Collective Examination of Pupil Teachers.

I. Annual.	I. The annual examination should be by Government.
II. To last two full days.	II. Approved.
III. Detailed results in each subject of examination to be supplied to Managers, and worked papers to be shown to Pupil Teachers and their Instructors.	III. Approved.

ABSTRACT OF SUMMARY OF RECOMMENDATIONS OF THE DEPARTMENTAL COMMITTEE AS CONTAINED IN PAGES 25-33 OF THE REPORT.	RECOMMENDATIONS OF THE SUB-COMMITTEE.
IV. Less than 30 % of total number of marks to be considered a failure.	IV. Approved subject to the condition that such a Pupil Teacher may, on application by the Managers, have a second chance as at present.
V. Marks for needlework to be given by Directress of Needlework.	V. This to be omitted.
VI. Collective examination to be excused in case of Pupil Teacher under instruction under superintendence of a University or other body recognised by the Department. This would appear to cover a Centre or Secondary School.	VI. The Sub-Committee do not approve, and recommend that collective examination shall only be excused in the case of a Pupil Teacher preparing for a University Examination under an approved course of instruction, subject to the favourable report as to practical teaching by H.M. Inspector.
VII.—First and third years' examinations to be excused for Pupil Teachers in Centres approved by Department or in approved Secondary Schools.	VII. This to be omitted.
VIII. Oxford or Cambridge Junior Local or equivalent examination to be accepted in place of second year examination in centres or approved secondary schools.	VIII. Recommended that the University Examinations *may* be accepted in the case of Pupil Teachers in centres. The reference to Secondary Schools to be struck out.

7.—Queen's Scholarship Examination.

I. Three parts.	
II. Part I., Oral Examination, Reading, Recitation, and Teaching.	
III. Part II., Written examination in obligatory subjects. (1) Arithmetic and Elementary Algebra. (2) English. (3) Geography and History combined. (4) Music. (5) Needlework (girls). To be held in October.	
IV. Examinations approved by Department such as Oxford and Cambridge Locals (see list) to be accepted in place of Part II.	
V. Candidates who pass Parts I. and II. qualified under Art 50, those placed in 1st class to be eligible to take Part III. or to be proposed for admission to a Training College.	
VI. These must (*a*) have passed Part III. of the Department's Examination, or (*b*) have passed an examination held by the Training College itself, or (*c*) have qualified under one of the alternative examinations already mentioned in IV. as the Oxford and Cambridge Local, &c.	
VIII. Part III. Examination includes Mathematics, Science, Drawing, and Languages. Marks for certificate given by S. and A. Department to be abolished.	The Sub-Committee entirely dissent from the proposals of the Departmental Committee regarding the Queen's Scholarship Examination, and recommend that the Examination be remodelled upon the lines of the present Certificate Examination. That the mechanical work be reduced to a minimum, and that in place

ABSTRACT OF SUMMARY OF RECOMMENDATIONS OF THE DEPARTMENTAL COMMITTEE AS CONTAINED IN PAGES 25-33 OF THE REPORT.	RECOMMENDATIONS OF THE SUB-COMMITTEE.
IX. Lists of those who pass in Part III. of the Department's Examination or of the College Examination to be issued.	of Part II. any candidate may substitute the "Smalls" at Oxford or "Little Go" at Cambridge or the corresponding examination in any other British University.
X. Examinations in Part III. in December.	
XI. Arrangements to be made by the Department for the conduct of Examinations held by Training Colleges in lieu of Part III.	
XII. Training Colleges to be allowed to admit as Queen's Scholars teachers who have passed certificate examinations (1st or 2nd year).	
8.—ARTICLE 68.	
I. Number restricted to one for each certified teacher.	With regard to the engagement of women over 18, under Article 68, the restriction in I. should be omitted, that II. and III. should require the passing of an approved examination, and the mention of elementary subjects should be omitted, IV. should be withdrawn and in the case of approved candidates the restriction to two trials for the Queen's Scholarship Examination should be removed.
II. Required to pass an entrance examination in Elementary subjects.	
III. Annual Examination in Elementary subjects.	
IV. After 1900 no new recognitions under Article 68.	
9.—CENTRES.	
(A) I., II., XII. Must be under responsible managemant, and open to inspection; instruction must be satisfactory.	I., II., XII. Approved with the addition of the words to I., that the Centre must not be carried on for private profit.
III. and IV. Suitable premises, properly XI. furnished, separate entrances, cloakrooms, lavatories, &c.	III. and IV. Approved. XI. "Separate entrances" to be omitted.
V. and VI. Under charge of a principal approved by Department, and the staff to consist of at least two experienced persons.	V. and VI. To be omitted.
VII. and VIII. Must meet six times a week for at least thirty-six weeks in the year, and no classes after 5 p.m.	VII. and VIII. Approved, subject to the omission of the words forbidding the holding of classes after 5 p.m.
IX. Reports of progress of Pupil Teachers to be sent from Centres to Managers.	IX. Approved, subject to the amendment that such reports must be sent periodically from the *Centres to the Head Teachers through the Managers.*
X. Where girls attend, one half staff must be women; men under age of 25 must not be employed except under special consent of the Department.	X. Approved, subject to the insertion of the words "some of" instead of "one half the staff."
(B) I. and II. Rules to be relaxed as to staff and hours of instruction for Centres in Rural Districts.	The Sub-Committee are of opinion that due allowance should be made for local difficulties, making it impossible to fulfil the conditions laid down for Centres.
(C) Centres, etc., not fulfilling conditions, should not, except under special circumstances, be recognised as providing proper instruction for pupil teachers.	

ABSTRACT OF SUMMARY OF RECOMMENDATIONS OF THE DEPARTMENTAL COMMITTEE AS CONTAINED IN PAGES 25-33 OF THE REPORT.	RECOMMENDATIONS OF THE SUB-COMMITTEE.
10.—Training Colleges.	
I., II. May act as Preparatory Schools III. for Queen's Scholarships and provide classes in the theory and practice of teaching for certificated teachers who have not been otherwise trained.	The Sub-Committee are of opinion that it is only necessary to enable Training Colleges to provide schools in the theory and practice of teaching for certificated teachers who have not been otherwise trained. The Sub-Committee are of opinion that further Training College accommodation is wanted, especially for women. The Sub-Committee also desire to recommend that School Boards be empowered to provide residential Training College accommodation where found necessary, and that such accommodation should be situated, when possible, where University Colleges exist.
11.—Examination for Teachers' Certificate.	
Syllabus provided in Appendix II.	The Sub-Committee are not prepared to approve of the alterations in the syllabus set out in Appendix II.
12.—Instruction of Assistant Teachers.	
I. The indentures of Pupil Teachers may be extended for a portion of the following year on the condition that they are employed for not more than six meetings in each week, and receive instruction in the syllabus for first year's certificate examinations.	I. The extension to be allowed on condition that such Pupil Teachers are under *suitable* instruction.
II. Managers allowed to provide courses of instruction for certificate examinations.	II. The clause to be altered in order to provide that courses of instruction for certificate examinations, for those who are unable to get into Training Colleges, may be provided by Managers, and should be encouraged by a Government Grant.
13.—Appointment of Special Officers.	
I. Inspectors of Pupil Teachers' Centres. II. A Committee, partly officers and partly representatives of Centres and Training Colleges, to advise Department.	The Sub-Committee are of opinion that the multiplication of local officers is undesirable, and that it is sufficient for the Centres to be inspected by the present H.M. Inspectors of the district.
	The Sub-Committee desire to add the further recommendation that no Pupil Teacher be recognised as an Ex-Pupil Teacher Assistant until he has completed the full term of his apprenticeship. The Sub-Committee desire further to state that in their opinion the desired improvement in the instruction of Pupil Teachers will be best secured by liberal and special grants from the Imperial Exchequer, so that Local Authorities may not be discouraged to incur expenditure of money for which the return will be general rather than local.

The Education Code, 1899.

THE new Code of Regulations for Day Schools was issued on the 21st of last month. The changes are few and unimportant. At the outset, it is satisfactory to record that the representations of the Association on the subject of specific subjects have been successful, and that the clause which limited the hours of instruction in specifics to 60 per annum has been removed. In future, more than 60 hours' instruction in any specific subject may be given during the school year, although the Education Department will not pay grant on any scholar in respect of less than 20 or more than 60 hours' instruction. The method of individual examination in Specific Subjects came to an end on the 31st July, 1898, and the grants are now paid on attendance.

It is when we come to the regulations respecting pupil teachers that we find the most important changes. Boys and girls over 13 and under 16 years of age may be recognised as probationers without having passed the examination required by former codes. The usual term of apprenticeship for pupil teachers has been reduced from four to three years. Under conditions approved by the Department, Secondary Schools may be recognised as centres for the instruction of pupil teachers. This last is a sweeping change, indeed, and is evidently a result of the recommendations of the recent Departmental Committee on the Pupil Teacher System. After the 1st of January, 1900, no pupil teacher will be recognised in a school in which there are not at least two adult teachers employed, except with the special consent of the Inspector. The number of pupil teachers in a school may not exceed two for the principal teacher, and one for each certificated assistant teacher. The old code allowed three for the principal teacher, and one for each certificated assistant. No attendances may be registered for any scholar habitually employed as a monitor. Before a school is placed on the list of schools in receipt of annual grants, the Department must be satisfied "that there is a reasonable prospect of its adequate financial support." This may mean much or little, it all depends on the departmental construction of the clause.

Whatever privileges have been accorded in the past to graduates of the United Kingdom in the way of recognition as assistant teachers, are now extended to graduates of the

British Empire. One or two of the alterations made have been rendered necessary by the Teachers' Superannuation Act. Hence the insertion in article 60 of a clause to the effect that a teacher certificated after the 1st of April, 1899, will not be recognised unless the Department are satisfied of his age and physical capacity in the manner prescribed by the Elementary School Teachers' Superannuation Rules, 1899. An addition to article 71 states that the Department may refuse to recognise any principal teacher appointed after the 1st of April, 1900, who is not engaged under a model form of agreement given in Schedule VI of the Code, or under some other form specially approved by the Department. There are some slight alterations in the Schedules and in the Building Rules, but none of vital importance.

London School Board and the Science and Art Department.

THE following is a copy of the representations which were addressed by the School Board for London to the Duke of Devonshire on the 9th of February last, in connection with the recognition of the London County Council under Clause VII. of the Science and Art Directory:

The School Board for London respectfully request your Grace not to assent to the application of the London County Council for recognition under Clause VII. of the Science and Art Directory for the following reasons:—

They make this request first, on the ground of the official assurances given by the Department over which your Grace presides, and in support of their application they refer to the official letter, addressed by the Science and Art Department to Derby on the 18th December, 1897, in which it was stated that before recognizing a local organization under Clause VII., my Lords must be satisfied that it is generally acceptable to the various educational authorities of the district, including such School Boards as are Managers of Science and Art Classes, and that their Lordships had sent two of their officers to ascertain and report whether the Technical Board of the Derby Town Council came within that category. The School Board for London need hardly remind your Grace that the application on behalf of the Derby Town Council was refused.

The letter addressed to Derby was emphasized and converted into a general assurance by the important circular issued in December, 1897, to County Councils and Borough Councils in England and Wales, and inserted at page 3, Report S. & A. Department, 1897-8, Appendix, in which it was stated that "the organization for the promotion of Secondary Education referred to in Clause VII. is, therefore, an organization generally acceptable to the various educational authorities of the district for the promotion of that portion of Secondary Education defined above." As showing that School Boards are Authorities for this purpose, the School Board for London refer to the answer given by Sir John Gorst in the House of Commons on May 24th, 1897, to the Rt. Hon. A. J. Mundella, stating that Technical Instruction Committees and] School Boards would both come within the category of organisations eligible for recognition if they were generally acceptable.

The School Board for London might refer to the many emphatic declarations made in various public speeches by Sir John Gorst, where he has urged that, in default of legislation, local authorities should be set up by the voluntary agreement of the County Council and of the School Board. Especial reference may be made to the speech delivered by him on the 17th November last at the Queen's Hall, when distributing certificates on behalf of the London County Council, and also to his speech at Liverpool on the 28th October.

But it is not necessary to accumulate evidence of the assurances of your Department and of its official heads. It suffices to refer to a deliberate declaration made by your Grace when introducing a Bill for Secondary Education in the House of Lords on August 1st, 1898.

In that speech, which your Grace has caused to be printed and has been kind enough to circulate yourself among those interested in this question, it is stated: "The object of Clause VII. is to invite the School Board and the County Council to come to an agreement whereby Science and Art instruction can be carried out under one comprehensive system."

It might be sufficient, after recapitulating these official assurances, if the School Board for London contented itself with declaring in the most formal manner that the recognition of the County Council under Clause VII. is not acceptable to them, but, on the contrary, is absolutely opposed to their views of policy and of public advantage, and if they were to appeal to the good faith of those who have given these official assurances to abide by them.

The School Board for London, however, in addition to this fundamental objection supported by repeated departmental and official assurances, beg to submit other reasons why the Science and Art Department, under the presidency of your Grace, should adhere to the pledges repeatedly given, and should follow the course taken in the case of the Derby application.

The School Board for London are anxious for the proper organization of Secondary Education, locally as well as under the National Executive, but they are unable to see in the proposal now made by the London County Council any step towards that desirable end: and moreover they fear that recognition of Authorities such as the London County Council will be used as an argument for the postponement of legislative action which alone can put an end to what your Grace has most fitly described as "the fortuitous, piecemeal, and haphazard process by which our educational system has up to the present time been constructed."

They recognise as fully as your Grace that at this moment there are concurrent authorities in London and in County Boroughs both dealing with portions of Secondary Education.

They recognise that to some extent these may be described in the words of yourself and the Vice-President as rival authorities, and they hold that the association and co-operation of both are needful for the due local organisation of Secondary Education.

The School Board for London submit that your Grace was well advised in 1896, when it was conceded that this local organisation was matter for Parliamentary action, and therefore the Bill introduced by your Grace's Department gave great prominence to this part of the question, and they urge that Parliamentary action should not be prejudiced or forestalled by departmental minutes which have no permanent authority, and only concern the administration of certain grants.

Although the School Board for London are not interested directly to discuss the position of the various voluntary agencies in the Metropolis carrying on Secondary Education with the assistance of the Science and Art Department, it is only fair to point out that if the Authority dispensing the Department's grants is to be changed, it should be done after discussion in Parliament, where alone the question of the constitution and representative character of the new body can be adequately thrashed out.

The School Board for London, without attempting to define precisely the boundaries of Elementary and Secondary Education, submit that the limits of the former have been more and more generously extended of late years by successive heads of the Education Department possibly because no satisfactory system of Secondary Education exists, or from the fact that, in any case, a border land must exist, in which both systems would naturally operate.

Higher Grade Schools and Schools of Science have been erected and maintained in many cases by School Boards, not merely with the assent of the Education Department, but by their direct encouragement, and Presidents and Vice-Presidents and the Secretary of the Education Department have for more than twenty years taken part in the opening of these Schools, and have spoken words of encouragement to their promoters.

The School Board for London note with lively satisfaction the statement made by your Grace at Derby on the 19th of this month, reported as follows: "What he (the Duke of Devonshire) thought was not yet quite clearly understood, and what he felt he had hitherto failed to understand himself more than in a

very imperfect degree, was that we could not have technical, scientific, or artistic training to any great extent or in any valuable degree, except as part of a sound general system of Secondary Education. We could not graft Scientific or Artistic Education upon the stunted stem of deficient Elementary Education."

Your Grace went on to speak of the reform and re-organisation of Secondary Education, and said that the materials were not deficient. Among those materials you enumerated the "Higher Grade Schools in connection with our Elementary School System." The School Board for London therefore feel that they may confidently appeal to your Grace to sustain them in the contention that our Elementary system should not continue stunted, but should be allowed to develop, so as to furnish a proper base for the higher education which you desire, and that Higher Grade Schools managed by School Boards give them a claim to representation in the future organisation of Secondary Education, and finally and principally, in reference to the main point of this appeal, that steps should be taken to secure the establishment of a secondary authority by encouraging co-operation, not by accentuating the rivalry of the School Boards and of County Councils. They may also remind your Grace that there are other Higher Grade Schools associated with Elementary Schools and other Elementary Schools under Voluntary Management, which may desire hereafter to have freedom for expansion, whose interests would be more safeguarded by such a body as the School Board for London advocates than by a body where none but the County Council represented as of right.

The School Board for London further note that at Birmingham, on January 23rd, your Grace stated that you had to organize, or help in organizing, strong local Authorities for Secondary and Technical Education. The School Board for London beg to point out that the strength of a local organization will largely depend on its uniting the educational forces and authorities of the district, whereas the proposal of the London County Council would bring out their elements of opposition, and that having regard to the extent of the operations of the School Board for London under the Science and Art Department, any recognition under Clause VII. of the County Council in opposition to the School Board must tend to weaken, not to strengthen, the local Authority sought to be created.

The School Board for London note that in the same speech your Grace said that "you would like to see Parliament—and not only Parliament, but local Authorities such as County

Councils, County Borough Councils, Town Councils and School Boards—devoting a year, or it may be more than a year, for it is more than the work of one year, to the organization on a sound basis of our Educational System."

The School Board for London are anxious to give all the time necessary to working on the lines laid down by your Grace, with a view to bring about the result you recommend. They have already along with the Association of School Boards, agreed to approach the Association of County Councils with a view to the establishment of such an authority, and they would remind your Grace that, in consequence of negotiations between the two Associations, the following resolution was passed by the Association of School Boards, by a very large majority, at their meeting in London on 16th December, 1898:—"That, provided the School Board for London and the School Boards in County Boroughs have one-third of the total membership of the proposed Secondary Education Boards, and that these Secondary Education Boards are independent of any external local authority in their administration, the Association of School Boards is willing that the County Council Boroughs shall have one-half the representation."

This proposal was considered at a fully attended Conference of Representatives of County Boroughs held at Westminster Palace Hotel, on Thursday, January 12th, of this year, and it was there agreed "that, in County Boroughs where there is a School Board a majority should be chosen by the Council of the County Borough—one-third by the School Board and the remainder to be co-opted—that all the Customs and Excise duties now received by County Boroughs be paid over, after discharging the obligations of the Council in connection with Technical Education to the local Education authority." The School Board for London are aware that the London County Council were not parties to these resolutions, but they submit that when an important basis of agreement has been come to between the great mass of the School Boards and the local authorities in our vast urban areas where most of the work under the Science and Art Department is carried on, it would be deplorable if the application of the London County Council were entertained, and thus either the agreement so strongly recommended by your Grace were frustrated or the School Board for London with its far-reaching operations in this province of education were placed in a worse position than that of the School Boards of Birmingham, Manchester, Liverpool, and other large towns.

It is said that the School Board for London have nothing to fear if Clause VII. is put in force in the interest of the County Council. Had the School Board applied under Clause VII. and had it been likely that this application would have been granted, they do not believe that the County Council would not have felt their interests were not endangered.

It is said that not only are all the existing Science and Art Schools and Classes of the School Board safeguarded, but that they are at liberty to open additional schools "where necessary."

But the School Board remember that this Clause, as originally drafted, only recognised existing Classes, and that all expansion was subject to the review of a rival local authority interested in Classes of their own or under their patronage.

For the moment the alteration of the Directory gives apparent security, but if the pledges already given by the Department that this new Authority would not be set up if it were unacceptable to the School Board should be broken, the School Board can have little confidence that the present clause in the Directory may not be altered in an adverse sense another year.

The School Board for London note that in Clause VII. the promise is given that existing schools and classes will not be interfered with; the assurance for the future only applies to additional schools and not to additional classes. This criticism may appear minute, but the experience of the Board as to the way in which the Directory is interpreted by the Science and Art Department—from whose interpretation there is no appeal—makes them desirous that the words which safeguard the rights of the School Board should be so clear as not to leave them exposed to any risk in future. Moreover, the limitation introduced by the words "if necessary" makes them apprehensive, and having regard to the recent actions of the Science and Art Department they fear that representations from the County Council, hostile to the expansion of the work of the School Board, may be received and considered at the Department when once the authority contained in Clause VII. has been delegated. There is no security for the School Board that the County Council will be restrained from competing with the Day or Evening Classes of the School Board, while there is great danger that representations of the County Council that the School Board are competing with them may be listened to favourably.

The School Board for London would remind your Grace

that, by the Education Code Act, 1890, the word "elementary" disappears from the limitations of School Board work in Evening Continuation Schools. Your Grace has referred to the want of Statutory Authority for School Boards to earn grants under the Science and Art Department. No local authority, and no group of Managers has *statutory* authority to earn such grants. It is the absolute power of the Science and Art Department to work by minutes, which are not laid before Parliament, like the Education Code, which enables that office to take the action to which the School Board is now objecting.

But if any have a moral authority to earn grants under the Science and Art Department it is the School Boards and Managers of Elementary Schools. It is well known that the original intentions of the Science and Art Department were to extend knowledge of Science and Art among the industrial classes; a limit of social position and of income was imposed as a condition of receiving grants, and even to this day the students are divided in two columns, as industrial and middle class. In 1853 it was stated by the Board of Trade, at the outset of the establishment of the Science and Art Department, that "the time has now arrived when the consideration of supplying Science and Art instruction to the industrial classes of this country can be no longer postponed." (First Report, page 1, 1854.)

The Directory has for years contained this paragraph:— "The object of the grant is to promote instruction in Science, especially among the industrial classes." This paragraph continued in the Directory down to the year 1896, after which date it disappears.

It is, therefore, no intrusion by School Boards into a domain foreign to their sphere of duty if they have taken advantage of Science and Art grants. It is rather a recent policy of the Department without statutory authority to divert these grants and the aid they afford from the industrial to the middle classes.

As evidence of what was considered by the Department the proper scope of an Elementary School in days previous to the existence of School Boards, reference may be made to the report of the Science and Art Department, 1870, pages 16 and 17, containing provisions for the foundation of Elementary School Scholarships for scholars between 12 and 16, worth £5 a year, and tenable at a Day Elementary School on condition that the holder obtain at least a second class in the elementary stage of some one or more branches of Science at the succeeding May

examination, and of Science and Art Scholarships, worth £10 each, for scholars between 12 and 16, for scholars in Elementary schools, who must continue to attend regularly the Day School, and must each year pass in a higher class. These scholarships were tenable for three years.

In fact, it may be contended by implication that School Boards have statutory authority to give instruction under the Science and Art Department, for Section 1 (3) of the 52 and 53 Vic., c. 76, states: "Nothing in this Act shall be construed so as to interfere with any existing powers of School Boards with respect to the provision of technical and manual instruction." At that date the School Boards were legally entitled to give instruction under the Science and Art Department to the scholars in their Day Schools and Evening Schools, which is technical instruction by the definition, clause 8, of the Act, and, therefore, these legal rights, as then existing, are safe-guarded by this Act of Parliament.

The School Board for London have no desire that the advantages conferred by Science and Art grants should be limited to the industrial classes. They welcome the extension of these grants for the improvement of Secondary Education and of Middle Class Schools. But they view with apprehension departmental action which has already discarded the important assurance that these grants are especially intended for the advantage of the industrial classes, and they fear that the policy indicated by Clause VII. may tend still further to disadvantage that section of the community. Nominally the rights of the School Board are preserved, but other public Elementary Schools which may desire to extend their scheme of teaching for scholars beyond the standards are no longer dependent on the approbation of the central authority. They may find their wish for expansion checked in the interest of some Polytechnic or other institute supported or aided by the local municipal authority. The claims of freedom should not be overlooked in the striving after system and organization.

The School Board for London have the power, by their Evening Continuation Schools, to bring instruction in Science and Art to the doors of the working classes, and the great expansion of these schools since they have been made free shows how much this instruction is needed. No doubt if there were voluntary co-operation between the Board and the other local authority on equal terms much might be done to co-ordinate the teaching of the Evening Schools with that of the Polytechnics and other similar institutions. But the Board wish this co-operation

to be on equal terms, and do not wish that those who are described as their rivals should be placed in a situation of official superiority.

Whether a class receives grant from the Science and Art Department or not the School Board will undoubtedly do what they can to secure for all the poorer classes of London the fullest opportunities for self improvement in the various branches taught in their evening schools, but they would feel it fairer and juster to themselves and to the ratepayers if they were confident that they would be free to pursue their work unhampered by the fear of external interference or the threat of financial vexation.

The School Board would point out that under Clause VII. the County Council would have a free hand to appoint any teachers they pleased, regardless of the rules of the Science and Art Department, whereas the School Board for London would be as subject as the managers of any petty village class to be bound by the rules of the Department. The School Board for London see no justice in this. They consider this position of inferiority uncalled for and humiliating. They employ large numbers of teachers, they endeavour to obtain thoroughly competent teachers, and they claim that whatever rights in the selection of teachers are given to the County Council, should be given to them. They would submit to your Grace the following figures showing the extent of their operations, and how fully entitled they are to a large representation on an independent Secondary Board of Education, not to the illusory representation of 3 out of 35 who sit at present on the Technical Board of the Council, precariously with no statutory right, but by the yearly goodwill of the County Council, which has the power to dictate the action of any of its Committees.

By the report of the Science and Art Department for 1897-8, there were in London, in Day Science Classes for the Session 1896-7, 7,201 students enrolled in the School Board Classes.

In all other Day Science Classes, 5,968 Industrial, 818 Middle Class. In Day Art Classes, by the same return, there were—School Board, 4,270 enrolled; all others, 4,762 Industrial, 628 Middle Class. Since then the number in Board Schools has considerably increased, although the rules of the Science and Art Department have for several years been so altered as to throw increasing difficulties in the way of Scholars in Elementary Day Schools being presented under the regulations of the Science and Art Department.

The School Board for London, in conclusion, respectfully submit the above reasons why the Department should adhere to its own formal assurances, and not complicate the future and make

co-operation under a statutory authority more difficult by entrusting to one section only of those who are engaged side by side in work under the Science and Art Department, exclusive authority, and relegating to an inferior and precarious position the elected representatives of the ratepayers who are now educating half the day scholars under the Science and Art Department.

The Queen's Scholarship Examination (1898).

THE results of the Examination of Candidates for admission into Training Colleges, and for the office of Teacher under Articles 50 and 52, Code of 1898, which took place at Christmas last were issued by the Education Department on the 24th of March.

The following summary gives the number of candidates presented for examination with particulars of the passes and failures :—

	Presented for Examination.	Passed.				Failed.
		1st Class.	2nd Class.	3rd Class.	Total.	
Men -	2,659	517	801	1,022	2,340	319
Women -	8,972	1,925	2,946	2,181	7,052	1,920
Total -	11,631	2,442	3,747	3,203	9,392	2,239

The figures for the whole country show that 21 per cent. passed in the first class, 32 per cent. in the second class, 28 per cent. in the third class, and that 19 per cent. failed.

The following is a list of the men and women who take the twelve highest positions in the lists :—

MEN

Name o Candidate.	School in which engaged, or in which Apprenticeship was served.	Training College which Candidate wishes to enter.	Where examined.
1 Yarnold, Dennis E.	Leicester, King Richard's Rd. Bd.	Borough Road.	Borough Road.
2 McCaig Harold	Nottingham, Berridge Rd. Bd.	„	Nottingh'm
3 Lewitt, William A.	Nottingham, Carrington Bd.	„	„
4 Smith, Albert M.	Grimsby, Wintringham Higher Grade Bd.	Cambridge Day.	Grimsby.
5 John, William T.	Pembroke Dock Albion Square Bd.	—	Westminster.
6 Bullen, Edward C.	West Ham, West Silvertown Bd.	Battersea.	Battersea.

Name of Candidate.	School in which engaged, or in which Apprenticeship was served.	Training College which Candidate wishes to enter.	Where examined.
7 Potts, Edwin	Waterhouses B.	Durham.	Durham.
8 Alsop, Lewis G.	Hanley Central Bd.	Aberystwith Day.	Stoke-on-Trent.
9 Dalley, John	Nottingham, Carlton Road Bd.	Borough Road	Nottingh'm
10 Howard, George	Manchester, Cavendish Bd.	Manchester Day	Manchester
11 Baker, Andrew	Farnham, Hale Bd.	Chelsea	Chelsea.
12 Marsh, Lewis	Brixton Hill, New Park Road Bd.	Cambridge Day.	Battersea.
WOMEN.			
1 Wood, Mary E.	Nottingham, People's College Bd.	Aberystwith Day.	Nottingh'm
2 Murgatroyd, Alice J.	Manchester, Webster Street Bd.	Nottingham Day.	Manchester
3 Middleton, Florence J.	Oldham, Freehold Bd.	Manchester Day.	„
4 Vobes, Edith M.	Brighton, Pelham Street Bd.	Aberystwith Day.	Brighton, Ditchling Road.
5 Snowden, Annie H.	Leeds, Central Higher Grade Bd.	—	Leeds.
6 Aveyard, Ethel A.	Leeds, Central Higher Grade Bd.	Leeds Day.	„
7 Ramsden, Agnes	Elland and Greetland West Vale Bd.	Stockwell.	Huddersfield.
8 Craig, Elsie	Nottingham, Radford Boulevard Bd.	Manchester Day.	Nottingh'm
9 Rigby, Mary Senior	Preston, St. Ignatius' R.	Liverpool.	Preston.
10 Laycock, Edith M.	Keighley, Holycroft Bd.	—	Bradford.
11 Travis, Ada	Salford, Trafford Rd. Bd.	Whitelands.	Whitelands
12 Miers, Mary	Scarborough, Friarage Bd.	Stockwell	Scarbro'

The following table shows the class of schools from which those come who hold the twelve highest positions on the lists :—

	Men.	Women.
Board Schools	11 ...	11
Church of England Schools ...	— ...	—
Roman Catholic Schools	— ...	1
British, Wesleyan, &c.	1 ...	—
Total	12 ...	12

Taking the first 100 in the lists, it appears that 72 per cent. of the men, and 83 per cent. of the women, come from Board Schools.

An analysis of the whole of the passes (2,340 men and 7,052 women) gives the following results, arranged according to the denominations of schools :—

MEN.	First Classes.	Second Classes.	Third Classes.	Total.
Board	351	419	407	1,177
Church of England	121	272	417	810
Roman Catholic	5	16	25	46
British, Wesleyan, etc.	40	94	173	307
WOMEN.				
Board	1,234	1,215	725	3,174
Church of England	402	1,179	966	2,547
Roman Catholic	102	165	156	423
British, Wesleyan, etc.	183	387	338	908

The following table shows how many candidates, out of each hundred who passed the Examination, are placed in each class. The information is arranged under denominations :—

MEN.	Percentage of First Class Passes.	Percentage of Second Class Passes.	Percentage of Third Class Passes.	Total.
Board	30	35	35	100
Church of England	15	34	51	100
Roman Catholic	11	35	54	100
British, Wesleyan, etc.	13	31	56	100
WOMEN.				
Board	39	38	23	100
Church of England	16	46	38	100
Roman Catholic	24	39	37	100
British, Wesleyan, etc.	20	43	37	100

The following information, compiled from the lists, shows the number of candidates in the first class from the different School Boards.

In this analysis of the 1,585 candidates coming within the category, it has, in a few cases, been difficult to identify some of the Board Schools named. Care has, however, been exercised, and any slight discrepancy that may have arisen will not affect the value of the general comparison showing the number of pupil teachers coming from Board Schools, who had secured places in the first division.

Name of Board.	No. in First Class. Men	Women
Aberdare	2	—
Aberystwyth ...	1	1
Acton	—	2
Aldershot	—	1
Arnold	1	1
Aston...	—	8
Aston-cum-Aughton	—	1
Balby-with-Hexthorpe	—	1
Barrow-in-Furness ...	—	6
Barry...	1	2
Batley	2	—
Beckenham	—	2
Bedwelty	—	1
Belper	—	1
Bersham	—	1
Bexley	—	1
Bideford	1	—
Bingley	—	2
Birkenhead	—	2
Birmingham	—	54
Blackburn	—	2
Bocking	—	1
Bolton	2	16
Bootle	3	8
Bow	—	3
Bradford	4	35
Bridgwater	1	—
Brighton	4	11
Brimington	—	1
Bristol	9	17
Bromley	1	6
Brompton	—	3
Bromsgrove	—	1
Broughton	—	1
Burnley	1	4
Burslem	1	3
Burton-on-Trent ...	3	7
Calstock	—	1
Cambridge Heath ...	—	1
Cannock	1	—
Cardiff	6	18
Carlisle	1	4
Carmarthen	—	1
Castle Cary	1	—
Catford	—	1
Chesham	—	4
Chiswick	—	3
Church Coppenhall ...	1	—
Clay Lane	—	2
Clown	—	1
Cockermouth ...	—	1
Cockett	—	1
Colchester	—	1
Crewe	—	1
Crook U. D.	—	2
Croydon	1	7
Croyland	—	1
Culmstock	—	1
Cyfoeth-y-Brenin ...	—	2
Darlaston	1	—
Darlington	1	5
Dartford	—	1
Dawlish	—	1
Dereham	1	—
Derby	4	17
Dethwick	—	1
Devonport	1	5
Dewsbury	1	1
Disley Stanley ...	—	1
Douglas	1	1
Downham	—	1
Dudley	1	—
Dukinfield	—	1
East Grinstead ...	—	1
East Ham	1	3
Eastleigh	1	1
East Retford ...	—	1
East Stonehouse ...	1	—
Ecclesfield	1	1
Eccleshill	—	2
Ecton	—	1
Edmonton	—	1
Eglwysilan	—	1
Egremont	1	—
Elland and Greetland	3	3
Elvet St. Oswald's ...	—	1
Erith	—	4
Eston...	1	—
Exeter	—	1
Farnham	1	—
Feckenham	—	1
Festiniog	1	9
Framwellgate ...	1	—
Gateshead	2	7
Gillingham and Grange	—	1
Gloucester	1	2
Glusburn	—	1
Goole...	1	3
Greasley	—	1

Name of Board.	No. in First Class. Men	Women
Great Alne	—	1
Great Yarmouth ...	2	2
Grimsby	4	3
Guildford	1	3
Guisborough	—	1
Gwennap	—	1
Halifax	4	14
Haltwistle	—	1
Handsworth	—	2
Hanley	1	4
Harrow U. D. ...	1	2
Harrington	—	1
Hartwith-with-Winsley	—	1
Hartland	1	—
Hartshead	1	—
Hastings	4	1
Haverfordwest ...	1	—
Haworth	—	1
Hebden Bridge ...	—	2
Hedworth U. D. ...	1	3
Hemel Hempstead ...	—	1
Hemsworth	—	1
Herne Hill	—	1
Heston	—	1
Heworth	—	4
Hexham	1	—
Holywell	1	—
Hornsey	2	6
Hove	—	3
Huddersfield ...	4	11
Hull	5	15
Ilkeston	—	2
Ipswich	—	3
Iver	1	—
Keighley	1	11
Kettering	1	1
Kidderminster ...	2	2
Killamarsh	1	—
Kingswinford ...	1	4
Kingswood U. D. ...	1	—
Kingswood	—	1
Lancaster	—	2
Langenhoe	—	1
Leeds	15	56
Leicester	10	23
Leyton	2	4
Linthwaite	—	1
Liskeard	—	1
Littleborough ...	—	1
Liverpool	9	74

Name of Board.	No. in First Class. Men	Women
Liversedge	—	3
Llanberis	—	2
Llanddeiniolen ...	—	1
Llandebie	1	—
Llanelly	4	9
Llanfihangel Ystrad...	—	1
Llanfyllin	1	—
Llangollen	1	—
Llangwick	—	2
Llansamlet	1	—
Llanstadwell... ...	1	1
Llantood	1	—
Llan Wonno... ...	1	4
London	22	124
Long Buckby ...	1	—
Long Eaton	—	3
Long Sutton... ...	—	1
Longton	2	8
Loughborough ...	—	2
Luton	—	2
Lyminster	—	1
Manchester	17	52
Merthyr Tydvil ...	2	6
Mevagissey	—	1
Michelmersh ...	—	1
Middlesbrough ...	4	6
Middleton	—	1
Morley	1	—
Moss Side	1	5
Mynyddislwyn ...	1	—
Nelson	1	—
Newark	—	1
Newcastle-on-Tyne ...	5	12
Newc'stle-und'r-Lyme	1	2
Newent	1	—
Newhaven	—	2
Newport	—	4
Newport (I.W.) ...	1	—
Newtown	—	1
Normanby	2	—
Northampton ...	1	8
North and South Killingholme ...	1	—
Northop	1	—
North Ormesby ...	—	2
North Walsham ...	—	1
Norton	1	—
Norwich	3	12
Nottingham	11	37
Oldham	4	10
Osmaston	1	—

Name of Board.	No. in First Class. Men	Women
Oswestry	—	1
Otley	—	1
Out St. Cuthbert-in-Wells	—	1
Padstow	1	—
Paignton	—	1
Painswick	1	1
Pembrey	2	—
Pembroke	1	4
Pencarreg	1	—
Peterborough ...	1	—
Plymouth	—	1
Pontypridd	2	1
Porchester	—	1
Portland New Town	—	1
Portsmouth	5	20
Poulton	—	2
Poulton-cum-Seacombe	—	2
Pudsey	—	3
Radstock	1	1
Reading	1	4
Redruth	—	3
Rochdale	—	10
Rochester	1	1
Rodborough	—	1
Rotherham	—	1
Rothwell	—	1
Rowley Regis ...	1	—
Ryde	1	1
St. Hilary	1	—
St. Ives	1	—
St. Mary Extra ...	—	1
St. Thomas	—	2
Salford	5	8
Scarborough ...	2	8
Seaford	—	1
Seaton and Camerton	1	—
Sedgley	1	—
Sheerness	—	2
Sheffield	6	32
Shelley	—	1
Shipley	—	4
Skirbeck	—	2
Southampton ...	1	8
Southend	—	1
South Normanton ...	—	1
South Shields ...	5	15
Smethwick	—	2
Spalding	1	1
Stafford	—	1
Stainburn	—	1
Staines	1	—
Stanhope	1	—
Stanton and Newhall	—	1
Stapenhill	1	—
Stevington	—	1
Stockton-on-Tees ...	1	1
Stoke-on-Trent ...	1	3
Stroud	—	1
Sunderland	7	12
Sutton-in-Ashfield ...	1	—
Sutton-in-Keighley ...	—	1
Swansea	6	11
Swindon	3	7
Swinton	1	—
Tanfield	2	1
Tavistock	—	1
Thorney	—	1
Todmorden	2	1
Tollington	—	1
Tottenham	1	15
Tregaron	1	—
Trevethin	—	2
Upwell	—	1
Vaynor	1	—
Wakefield	—	1
Wallsend	—	1
Walsall	1	3
Walthamstow ...	1	5
Wanstead	2	7
Wednesbury	1	1
West Ham	15	18
West Hartlepool ...	—	5
Wickham	—	1
Widnes	2	5
Willenhall	—	1
Winlaton	—	1
Wollaston	1	1
Wolstanton	2	—
Wolverhampton ...	—	7
Wombwell	—	1
Woodford	1	1
Wooldale Cartworth	—	1
Worcester	—	1
Workington	1	1
Yardley	—	1
Yeadon	—	1
Yeovil	—	4
York	—	3
Ystradyfodwg ...	2	7
Totals	351	1,234

The whole result is a gratifying testimony to the excellence of the Pupil Teachers' Centres now carried on by almost all the large School Boards. In some of the Pupil Teachers' Centres, conducted by large Boards, there have been no failures, and very few candidates below the first class. If it were possible to further analyse the list, it would be found that many of the Pupil Teachers in the first class who come from Voluntary Schools have received their instruction at Pupil Teachers' Centres, under School Boards. The result should encourage School Boards to continue and extend their efforts to provide their Pupil Teachers with the best possible education during the term of their engagement.

PUBLIC
LIBRARIES

Bristol Pupil Teachers' Centre.

Elevation Broad Weir

THIS building has been recently erected by the Bristol School Board on a site near the centre of the city. This site, though convenient as to position, involved a somewhat peculiar arrangement of the premises, the level at the back being thirty feet higher than the front, light and air being obtainable only from the front and back.

The appended plans of Messrs. La Trobe and Weston, F.R.I.B.A., were selected in competition, and have been carried out at a cost of £4,400. Entrances are provided on both sides, communicating with a wide, easy, fireproof, and well-lighted staircase, which has glazed brick dadoes. The landings next the areas are enclosed by handsome wrought iron grilles, and the area for light, and the cloak rooms and lavatories are faced with white glazed bricks and tiles. The assembly hall is a fine room, fifty-six feet by thirty feet, with a dado of glazed

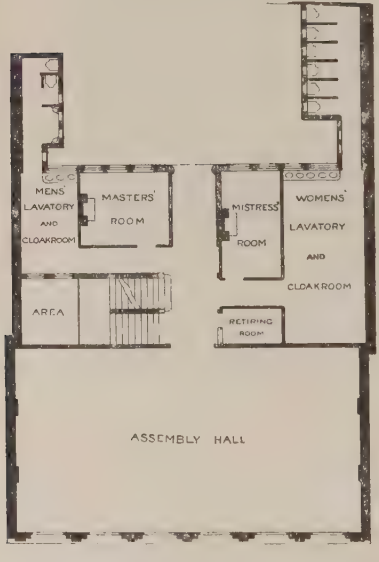
faience in light colours. All the floors are of maple. The building is heated by hot water and lighted by electricity.

About six hundred pupil teachers (including nearly one hundred from non-board schools) will be accommodated on the half-time system at the centre.

A room has been set apart on the Broad Weir level for the use of the Board's peripatetic science teacher.

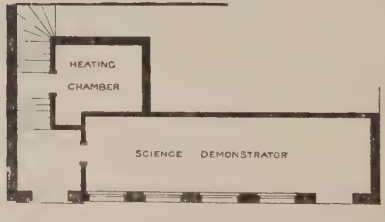
The contractors for the general work are Messrs. Hughes and Weeks, of Bristol, and for the plumbing, Mr. G. F. Tuckey, of Bristol.

The building was opened on Thursday, 13th April, by the Bishop of Bristol.

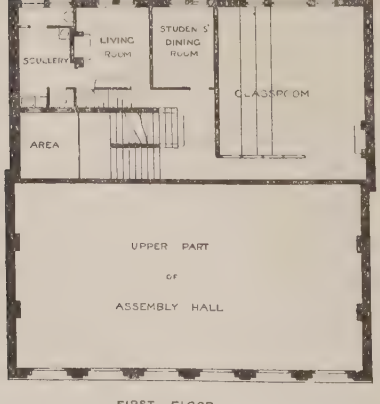


GROUND PLAN

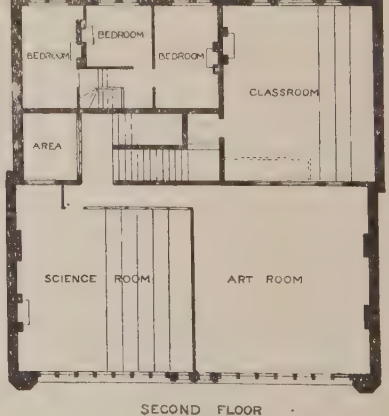
INTERMEDIATE PLAN



BASEMENT PLAN

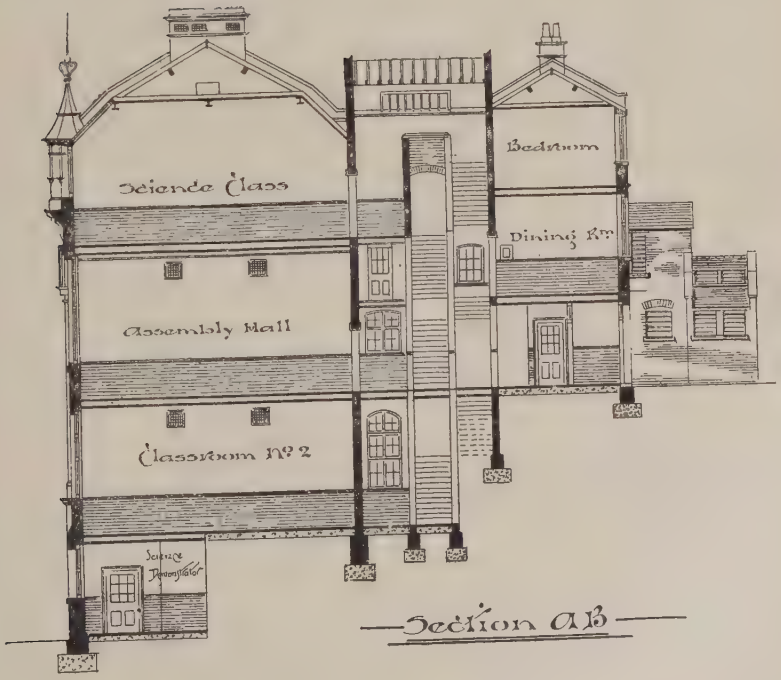


FIRST FLOOR

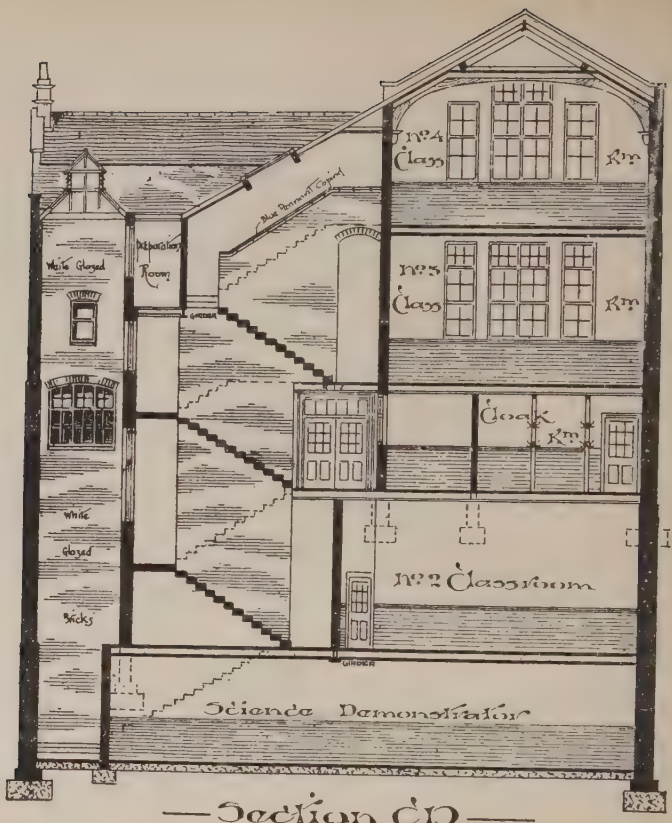


SECOND FLOOR

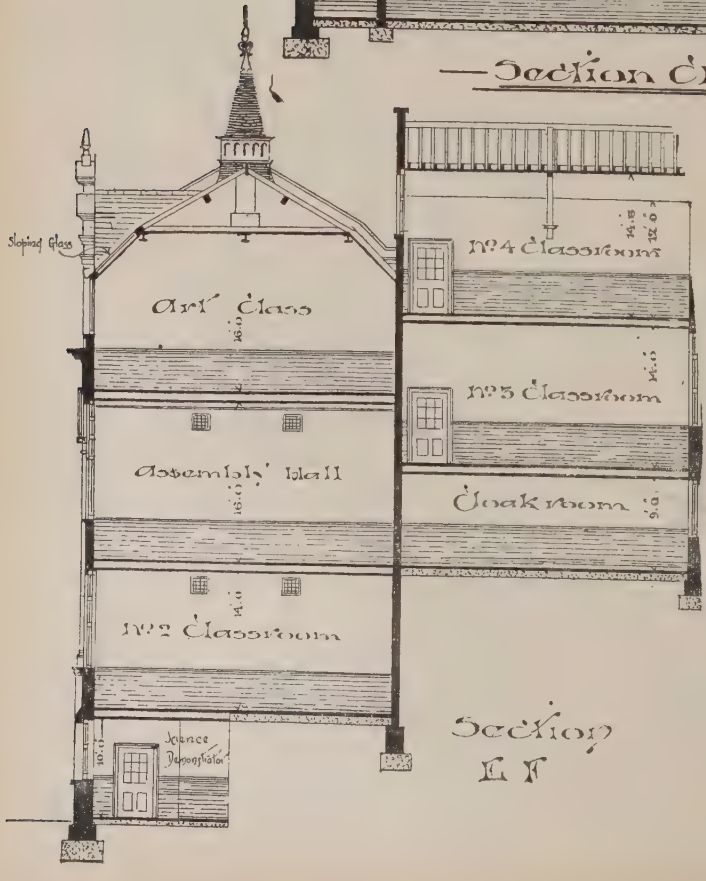
Elevation
Castle Green Level



Section AB



Section CD



Section EF

Board of Education Bill.

THE following is the text of the new Board of Education Bill introduced into the House of Lords by the Duke of Devonshire on March 14th:—

TEXT OF THE BILL.

A Bill intituled an Act to provide for the Establishment of a Board of Education for England and Wales, and for matters connected therewith.

BE it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

Establishment of Board of Education.

1.—(1.) There shall be established a Board of Education charged with the superintendence of matters relating to education in England and Wales.

(2.) The Board shall consist of a President, and of the Lord President of the Council (unless he is appointed President of the Board), Her Majesty's Principal Secretaries of State, the First Commissioner of Her Majesty's Treasury, and the Chancellor of Her Majesty's Exchequer.

(3.) The existing Vice-President of the Committee of the Privy Council on Education shall also be a member of the Board, but on the next vacancy in his office the office shall be abolished, and the Education Department Act, 1856, shall be repealed.

(4.) The President of the Board shall be appointed by Her Majesty, and shall hold office during Her Majesty's pleasure.

(5.) The Board shall be deemed to be established on the appointment of the President thereof.

Duties and Powers of Board of Education.

2.—(1.) The Board of Education shall take the place of the Education Department (including the Department of Science and Art), and all enactments and documents shall be construed accordingly.

(2.) It shall be lawful for Her Majesty in Council, from time to time, by Order, to transfer to, or make exerciseable by, the Board of Education any of the powers of the Charity Commissioners in matters appearing to Her Majesty to relate to

education, and the Order may make such provision as appears necessary for applying to the exercise of those powers by the Board of Education the enactments relating to the Charity Commissioners.

Provided that any question as to whether an endowment or any part of an endowment is held for or ought to be applied to educational purposes shall be determined by the Charity Commissioners.

Inspection of Secondary Schools.

3.—(1.) The Board of Education may, by their officers or by any University or other organisation approved in that behalf by the Board, after taking the advice of the Consultative Committee hereinafter mentioned, inspect any school supplying secondary education and desiring to be so inspected, for the purpose of ascertaining the character of the teaching in the school and the nature of the provisions made for the teaching and health of the scholars, and may so inspect the school on such terms as may be fixed by the Board of Education with the consent of the Treasury.

(2.) The Council of any county or county borough may out of any money applicable for the purposes of technical education pay or contribute to the expenses of inspecting under this section any school within their county or borough.

Consultative Committee.

4.—It shall be lawful for Her Majesty in Council, by Order, to establish a Consultative Committee consisting, as to not less than two-thirds, of persons representing Universities and bodies interested in education, for the purpose of—

(*a*) framing, with the approval of the Board of Education, regulations for the formation of a register of teachers; and

(*b*) advising the Board of Education on any matter referred to the Committee by the Board.

Orders to be laid before Parliament.

5.—The draft of any Order proposed to be made under this Act shall be laid before each House of Parliament for not less than four weeks during which that House is sitting, before it is submitted to Her Majesty in Council.

Staff, Remuneration, and Expenses.

6.—(1.) The Board of Education may appoint such secretaries, officers and servants as the Board may, with the sanction of the Treasury determine.

(2.) There shall be paid, out of moneys provided by Parliament, to the President of the Board, unless he holds another salaried office, such annual salary not exceeding two thousand pounds, and to the secretaries, officers and servants of the Board such salaries or remuneration as the Treasury may determine.

Style, Seal, and Proceedings of Board of Education.

7.—(1.) The Board of Education may sue and be sued and may for all purposes be described by that name.

(2.) The Board shall have an official seal, which shall be officially and judicially noticed, and that seal shall be authenticated by the signature of the President or some member of the Board, or of a secretary, or of some person authorised by the President or some member of the Board to act on behalf of a secretary.

(3.) Every document purporting to be an instrument issued by the Board of Education, and to be sealed with the seal of the Board, authenticated in manner provided by this Act, or to be signed by a secretary or any person authorised by the President or some member of the Board to act on behalf of a secretary, shall be received in evidence and be deemed to be such an instrument without further proof, unless the contrary is shown.

(4.) A certificate signed by the President or any member of the Board of Education that any instrument purporting to be made or issued by the President or some member of the Board is so made or issued shall be conclusive evidence of the fact.

Power for President or Secretary to sit in Parliament.

8.—(1.) The office of President of the Board of Education shall not render the person holding it incapable of being elected to, or of voting in, the Commons House of Parliament, and shall be deemed to be an office included in Schedule H. of the Representation of the People Act, 1867; in Schedule II. of the Representation of the People (Scotland) Act, 1868; in Schedule E. of the Representation of the People (Ireland)

Act, 1868; and in Part I. of the Schedule of the Promissory Oaths Act, 1868.

(2.) After the abolition of the office of the Vice-President of the Committee of the Privy Council on Education, one of the secretaries of the Board of Education shall not by reason of his office be incapable of being elected to or of voting in the Commons House of Parliament, but the President of the Board and a secretary of the Board shall not at the same time be members of that house.

Extent, Commencement, and Short Title.

9.—(1.) This Act shall not extend to Scotland or Ireland.

(2.) This Act shall come into operation on the first day of April, one thousand nine hundred.

(3.) This Act may be cited as the Board of Education Act, 1899.

The provisions differ from the Bill of last session in the following matters:—

The office of Vice-President will disappear after the retirement of Sir John Gorst. Clause 8 (2) contemplates the appointment of a Parliamentary Secretary, with a seat in the House of Commons, who will, probably, take the place of the "one other person" added to the Board in Clause 1 (2) of the former Bill.

The powers of the Charity Commissioners dealing with education, which may be transferred to the new Board, will be transferred by an Order in Council, and Clause 5 provides that the draft of any Order in Council transferring from time to time the present powers of the Charity Commissioners to the new Board shall be laid before the Houses of Parliament, and thus secures that the transfer shall be subject to Parliamentary control.

A new duty has been given to the Consultative Committee (Clause 4, *a*), as to the framing of regulations for the formation of a register of teachers This will obviate the necessity of a Teachers' Registration Act.

The salary of the President is fixed at a sum not exceeding £2,000 per annum by Clause 6 (2).

The proposed Act will not come into force until April, 1900.

The intention of the framers of the new measure appears to be to give the widest powers to the new central authority.

School Planning.

III.—Public Elementary Schools: Sanction of Site—Plans—Instructions to Architects.

BEFORE the site is finally purchased it is necessary to obtain the approval of the Education Department. A plan of the land (showing the levels) and drawn to a scale of 20 feet to an inch must be forwarded to London for My Lords' sanction of the completion of the purchase. This preliminary letter to the Education Department must contain full particulars regarding the site and the character of the holding—whether freehold or leasehold—in the latter case giving the number of years. The arrangement of the proposed school, with the numbers to be accommodated, must be stated. The sanction for the site having been obtained definite arrangements for the planning of the building can go forward. The custom as to the selection of architects varies in different districts. In some cases there is a limited competition—a few architects being invited to send in designs—whilst in others the Board have either an architect of their own for all their work, or they appoint one for each school. School Boards occasionally employ an impartial architect of experience to assist them in arriving at a final decision in case of a competition, whilst others prefer to keep the matter entirely in their own hands. The plans must be drawn to an 8″ scale, and consist of plans of each floor, with sections and elevations. The block plan may be drawn to a —″ scale. In the preparation of school plans careful attention must be paid to (*a*) the suitable arrangement of the various rooms with regard to the efficient working of the school; (*b*) the heating, lighting, ventilation and drainage of the building; (*c*) economy of cost. To secure these absolutely essential points it is desirable that the Board should draw up Instructions to the Architects, fully setting out in plain language the requirements which must be observed in the preparation of plans for the school. The following is an example of such a set of Instructions—which may be useful—seeing that it has been prepared as the result of considerable experience in this department of School Board administration. If the Instructions here given are adopted, changes will of course be necessary to meet the requirements of local needs, and the views of the particular Boards as to school arrangement.

BOARD.

INSTRUCTIONS TO ARCHITECTS.

_____ BOARD SCHOOL.

SCHOOL BOARD OFFICES, _____ 1899.

To

*M*_____

The _____ School Board invite you, along with others, to send in Competitive Designs for a School Building to be used as Boys', Girls', and Infants' Schools,* proposed to be erected in ——— Street, ———

INSTRUCTIONS.

Conditions.—The designs must be sent in under a motto only, and must be accompanied by a sealed letter containing the Architects' names and the motto of their designs. Any report or specification which may accompany the plans should either be printed or type-written, and forwarded in a plain envelope in order that there may be no clue as to the authorship of the designs. Competitors canvassing Members or Officers of the Board, or disclosing before the competition is decided the motto under which their designs are submitted, will be disqualified.

The Competitor whose plans in the opinion of the Board are most satisfactory will be appointed to carry out the work. The commission to the successful Competitor will be five per cent. on the gross cost of the building. A sum of £ will be paid to each of the unsuccessful Competitors.†

The design selected by the Board must be submitted to the Education Department for approval; and if any alterations are necessary to meet the requirements of the Department, or views of the Board, the author of the design shall make such alterations at his own cost. The Architect must satisfy himself that his designs are in accordance with the requirements of the Corporation, and furnish such plans and tracings as may be required by the Education Department, the —— Corporation, or the Contractor, without extra charge.

* A "Mixed Boys' School and Infants' School" or whatever may be the organisation of the proposed building.

† The premiums are sometimes arranged in varying amounts for first, second, and third, to mark the merit of the three designs coming nearest in excellence after the selected set of plans. Such discrimination, however, frequently leads to dissatisfaction on the part of the unsuccessful Architects, and the giving of a small premium to each of them, to compensate in some degree for the cost of preparing the plans, is, on the whole, a more satisfactory arrangement.

The Board will appoint their own Quantity Surveyor.

The special attention of the Competitors is drawn to the building rules of the Education Department.

Scheme.—It is proposed to erect a building of brick* for —— children, viz. :—

—— Boys at 10 square feet each;
—— Girls at 10 square feet each;
—— Infants at 9 square feet each.

Sketch plans are appended and are given as a guide to the arrangement of the building, but Competitors are invited to modify the same if it is thought desirable.

Frontage.—The main frontage of the School must face ——— Street, as shown on plan of site appended to these instructions.

The divisions between the two halls on first floor and also between the two centre class rooms opening from the halls are to be of wood and glass, and to be made to slide so that the whole of the space can be cleared.

Class Rooms.—The divisions between the class rooms and halls are to be of wood and glass, and the divisions between some of the class rooms are to be sliding partitions, clearing at least two-thirds of the space they occupy when in position. Inserted in the partitions there should be provided a ground glass "black-board" for each class room. The class rooms should be of varied sizes, but must be usually large enough to accommodate about 60 children each. Each class room to be provided with a book-cupboard, with sliding doors and shelves complete; also, at least one rod or wooden moulding from which to hang maps and pictures.

Rooms for Manual Instruction,† &c.—Rooms for manual instruction, drawing, laundry, and cookery, &c., are to be provided on the ground floor.

Basement.—Cellars on one side of building only will be required for coal and for storage purposes by caretaker. One of the cellars to be provided with a boiler of large size.

Caretaker's House.—A caretaker's house of six rooms to be provided at the position shown in sketch plan.

Seating Accommodation.—Care must be taken that there is ample seat accommodation for pupils.

Internal Arrangements.—The rooms should be lofty, both with a view to increase the number of cubical feet of air contained

* Or stone.

† Some Boards also require "a plunge bath of moderate size, with suitable dressing accommodation, and separate access for boys and girls."

therein, and to secure that the light shall fall from a sufficient height. Any dadoes used in rooms, passages, or staircases should be of glazed bricks of a light colour and inexpensive character. The internal passages and staircases must be of ample width. All doors must open outwards.

Lighting.—In every room the main light should as far as possible be derived from the left hand of the scholars, but quantity and general distribution of light are of as much importance as direction. No room to be deeper than 25 feet from the window-wall, unless intended for more than 60 children or provided with additional windows so as to become technically a Small Schoolroom. The windows should be large, preferably with square heads, and should be carried on the one hand up as near as possible to the ceiling, and on the other well into any corners of the rooms where desks are placed. The spaces between the windows should be smaller than the windows themselves. Dormer windows and top lights may be used for increasing the light, but should be sparingly resorted to, as they increase the difficulty of adequately warming the rooms. Ordinary sash windows should as far as possible be used. The upper part of the window must in all cases be capable of easy opening. Stone mullions should be avoided wherever not absolutely necessary for strength.

Warming and Ventilating.—The warming of the building should be by* ——— or by some other approved method, and should be applied to Lobbies and Cloak Rooms as well as to School and Class Rooms. The attention of Competitors is particularly directed to the necessity for good and sufficient ventilation by cross currents of fresh air from open upper windows. All windows to be so constructed as to be easily cleaned from the inside. All smoke flues, where possible, to be 14″ by 9″, and in no case must they be less than 9″ by 9″. No flue to be constructed with any angle therein which shall be less obtuse than an angle of 120 degrees, and no portion of any such flue to be at a less angle than 60 degrees with the line of the horizon. Every Class Room and Cloak Room to be provided with a ventilating flue; Halls to have at least three such outlets; such flues to be formed in the walls, except those on the top floor, which can be taken by means of tubes from the ceilings. It is further suggested that the ventilation in each Class Room should be improved by means of a glazed draughtless ventilator fixed in the lower portion of the window sash. No patent

* Insert method of heating required.

apparatus of any kind to be introduced into the building without the express consent of the Board. Hot and cold water supply for each floor. There should be two hoists provided in the building.

Offices.—These should be placed well away from the School building, should be sufficient in quantity, separate for boys and girls, and suitable to the several ages of the scholars. They should be divided latrines of some approved pattern. The offices should have framed wooden divisions with half doors; the urinals for boys should be faced with slate or glazed earthenware. Separate accommodation must be provided for the Teachers. Glazed stoneware sinks and water taps to be provided in connection with each range of offices.

Plans.—The designs to consist of plans with the dimensions of the various rooms marked thereon, one longitudinal and one transverse section, and section through the Class Rooms and basement, with the heights figured upon it, one elevation of each front, one perspective view, and a block plan showing drainage, boundary walls, &c. The whole of the plans and elevations (except the block plan) to be drawn to a scale of $\frac{1}{8}$ of an inch to a foot. The plans, sections, and elevations may be coloured to indicate the materials employed, the usual colours being used, but no shading will be allowed. The perspective is to be etched in black or brown ink and not otherwise shaded or coloured. The points of the compass must be shown on each plan.

Cost.—The cost of the building will be an important element in determining the competition, and, if after the working drawings and specifications are prepared for the selected designs, no tender can be obtained from a responsible builder to complete the work within 5 per cent. of the amount of £—* per head for each child, according to the accommodation, the School Board shall be at liberty to discard any such design and return it to the author, and to employ any other architect that they may think proper, and they shall not be bound to remunerate the author of the discarded design in any manner.

The Board reserve to themselves the right, before deciding on the designs, to require any architect to obtain a provisional

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* Insert amount decided upon by the Board, which, of course, must be within the limits laid down by the Education Department, viz., £10 per child. An allowance will also be made in reference to the cost of a Central Hall not calculated in the accommodation (Rule 8). Rooms for extra subjects recognised by the Code, such as drawing, chemistry, &c., will have an allowance varying from 15s. to 20s. per square foot, and workshops, one varying from 10s. to 15s. per square foot. From £275 to £400 will be allowed for a caretaker's house. From £275 to £500 will be allowed for a cookery centre.

tender from some respectable firm of builders, in support of the estimate of cost submitted by such architect.

This amount of £ — per head is intended to cover, in addition to the building, the following items :—

Draining and concreting of playgrounds ;

Erection of boundary walls ;

Draining of building ;

Offices and urinals ;

Sink or dish-stones ;

Hat and cloak-room fittings, wrought iron, special pattern, of which the Board have approved tenders.

All necessary school furniture, including pianos, clocks, furniture for teachers' rooms, and the fittings of cookery, laundry, drawing, and manual instruction rooms. Notice boards at outside entrances.

All water pipes, water meters, taps and fittings, all gas piping, meter and connections, with gas and meter boxes complete, and gas fittings. Allow a sum of £20 for memorial stone and work in connection therewith.

Caretaker's House of six rooms, bath room, and coal cellar.

General.—The Board are most anxious not to be extravagant in the School building. On the other hand they do not think it right to erect barn-like buildings, and they wish the Schools to be sightly in appearance. Eaves projecting over the windows, should, however, be avoided, as they interfere with the most valuable light—that admitted by the top of the windows. The following general directions must be observed in the specification :—

All facing bricks to be of local manufacture,* and the best of their respective kinds.

Samples of bricks proposed to be used must be forwarded to the offices of the Board for approval before the tender is accepted.

Drain pipes to be glazed stoneware, free from all imperfections, and laid with cement joints.

Piers and arches to be constructed, where possible, in basements, to carry the ground floor in preference to iron columns and girders.

Relieving arches to be turned over all internal door and window lintels.

The basement walls to be constructed with two-inch

* When stone buildings are desired, an alteration will be here required.

cavities in them extending from the base to the surface of the adjoining ground. Such walls to be tied together across the cavities by means of bricks immersed when dry for half their length in well-tempered boiling pitch. Such bricks to be set 2′ 4″ apart horizontally and 1′ 1″ vertically. A damp course of asphalt, $\frac{3}{8}$″ thick, to be put in at the base and top of such cavities.

No vertical asphalt damp courses are to be formed.

All damp courses to be of prepared asphalt composed of lime, fine sharp sand, pitch and oil, heated in a cauldron, in proportions satisfactory to the Board, and spread in position with a hand float.

Flemish bond in brickwork not to be used.

For the purpose of increasing the strength, and stopping the sound in the School, it is suggested that the wood floors be formed on 6″ Portland cement concrete (6 parts ballast to 1 part cement), such concrete for the upper floors to have 4″ by 2″ wrought-iron joists laid through same, not more than 2 feet apart, centre to centre.

The Portland cement, which is always to be used when cement concrete is specified, must be of the best quality, weighing not less than 110 lbs. per striked bushel (filled into a bushel measure as lightly as possible), and when passed through a sieve of 2,500 mesh to the square inch the *débris* not to exceed 5 per cent. It must be capable of maintaining a tensile strain of 350 lbs. per square inch seven days after being made into a mould, the specimen being immersed in water as soon as it has set, and so left during the interval of seven days.

Furnace ashes or cinders are not to be used in concrete; this does not exclude coal "breeze" or iron slag.

White deal or spruce not to be used except in common rafters for roof. Floor joists, lintels, bond timbers, wall plates, &c., to be best quality Dantzig, Riga, or Memel red deal.

All partitions, furniture, cupboards, &c., to be of pitch pine.

Boarded floors above concrete in basement and to ground floor to be provided with suitable means of ventilation.

Sashes to be constructed without margin bars and lead lights. No leaded lights to be used anywhere in the building.

All fireplaces to be formed with "Leamington bars," similar to the pattern which may be seen at the offices of the Board.

String courses and all unnecessary stonework generally to be avoided.

All class-room doors to be fitted with simple brass latches of a pattern to be approved.

When a lump sum is given in the specification for articles or materials of certain manufacture, the description of same must also be fully specified, and tenders submitted to the Board before such articles or materials are ordered.

With regard to closets, lavatory basins, fire grates, fire guards, and gas fittings, the Board have in their possession approved tenders.

All necessary information to be supplied to the Quantity Surveyor appointed by the Board.

Copies of Specification, &c., to be supplied to the Board.—Copies of the quantities, specification, and tracings of working drawings to be supplied to the Board, before the commencement of the work, for the use of their Clerk of Works.

Alterations.—In all cases the approved specification is not to be varied by detailed drawings or in any other manner without the approval of the Board given in writing by the Clerk.

Desks, &c.—The positions of the various desks, galleries, and other fittings or furniture must be shown on the drawings, and the cost is to be included in the estimate. If dual desks are used they should be three feet long for infants and three feet four inches for older children; the gangways between the desks and next to the walls must be one foot four inches wide.

Cloak Rooms.—Each cloak room to have two doors, one for ingress and another for egress, and to be placed so as to give the greatest security to the hats, cloaks, &c.

Width of Corridors.—Main corridors must be ten feet wide.

Return of Designs.—All designs except the selected one will be returned to their respective authors immediately after the award. The accepted design will be the property of the Board, and will be retained by them. The Board reserve the right of exhibiting all the designs for a short period after the award is made.

Plan of Site.—A rough plan of the site is attached, but it is absolutely necessary that Architects should verify it for themselves.

Date.—The competitive designs must be sent in to the undersigned, with a short specification describing the materials and general mode of construction, on or before noon of the day of , 1899. The Board cannot allow any extension of time.

Clerk of the Board.

Here follow lithographed plan of site and sketch plan (if considered necessary) of the floors of the school.

Resolutions of the Association.

IT has been thought that the Boards in association will find it convenient in connection with their proceedings to have the following reprint of the resolutions passed at the various meetings.

Resolutions Passed at the Manchester Conference, March, 1893.

1. **Authorities for Education.**—That, in the opinion of this Conference, it is essential to the effective improvement and full extension of education in this country that elementary, secondary, and technical education should, in every district, be under the management of one body or authority, so far as such education may receive aid from the local rate, and that this body should be elected solely for educational work.

Further, as such educational bodies already exist in the form of School Boards, many of which have already established excellent Higher Grade and Technical Schools, this Conference strongly urges that the English Education Acts be consolidated and so amended that School Boards shall be entrusted with the management of general education as they are in Scotland; therefore, this Conference concurs in the judgment expressed in Mr. Acland's notice of motion that—

"Only by universal establishment of School Boards throughout England and Wales, with areas of adequate size under their control, can this country hope to obtain in a thoroughly satisfactory form for the more intelligent and capable children of the working classes that higher elementary education, general and technical, which is so essential to the welfare and so vital to the progress of the United Kingdom in its industrial and commercial struggle with other countries."

2. **Higher Grade Schools and the proposed Secondary Education Bill.**—That the recognition of Higher Grade Schools in the proposed Secondary Education (England) Bill (Section 16) is inadequate, as it gives no security that funds will be forthcoming for their proper maintenance.

That the Education Department be asked to support these Higher Grade Schools, subject to proper conditions (as recommended by the Royal Commission on the Elementary

Education Acts) by a modification of the system under which grants are now paid by the Science and Art Department.

3. **Recommendation of the Conference regarding the foregoing Resolutions.**—That it be a recommendation from this Conference to the Boards represented here that in order to bring as fully as possible before the House of Commons the opinions of the educational authorities of this country on the Bill now before the House, resolutions such as have been passed at this Conference to-day be submitted to the Boards represented here and the results communicated to the promoters of the Bill.

4. **Proposed Establishment of an Association of School Boards in England and Wales.**—That this Conference of School Boards is of opinion that it is desirable to establish an Association of School Boards in England and Wales, and that it be referred to a Committee consisting of a representative from each of the following Boards:—London, Liverpool, Manchester, Birmingham, Leeds, Sheffield, Bradford, Hull, Gateshead, Sunderland, and Salford to draw up a scheme.

PRELIMINARY MEETING—LONDON, OCTOBER 31ST, 1893.

5. **May Examinations of Science and Art Department.**—That this Association shall represent to the Science and Art Department that their evening examinations, though doubtless convenient to adult students, are inconvenient to the increasing number of young students from the Organised Science Day Schools and other schools of the country, and urges, therefore, that the Department may arrange for a special series of day examinations in such subjects as are usually taught in above-mentioned schools.

6. **Royal Commission on Secondary Education.**—That Her Majesty's Government be urged to appoint, at the earliest date, a Royal Commission, to inquire into the question of Intermediate and Secondary Education in England.

7. **Street Hawking by Children and Young Persons.**—That the attention of the Association having been drawn to the question of the employment of children and young persons upon the public streets in the sale of matches, newspapers, and other articles, this Association considers that powers should be conferred upon municipal corporations and other public authorities in order that such employment shall be regulated by

licenses granted by authority, upon such conditions as shall lead to the discontinuance of this kind of employment at untimely hours of the night, and to the good conduct at all times of those engaged in street hawking.

8. **Fees in Higher Grade Schools.**—That in the opinion of this Association, School Boards being acquainted with all the local circumstances should have the power of deciding whether or not fees should be charged in higher grade schools.

9. **Grants for Physical Exercises.**—That Swimming and suitable Physical Exercises be subjects for which grants should be paid.

10. **Method of Payment of Grant for Elementary Instruction in Science.**—That this meeting considers that the method of payment adopted by the Department of Science and Art for instruction in the elementary stages of science is most unsatisfactory and injurious.

FIRST ANNUAL MEETING—LONDON, APRIL 3RD, 1894.

11. **Training College Accommodation.**—That the Government be asked to make further provision in Training Colleges (for masters and mistresses) for such students as have passed the Queen's Scholarship Examination creditably, and who wish to enter college.

12. **Authorities for Education.**—(*a*) That in the opinion of this Association, it is essential to the effective improvement and full extension of education in this country that elementary, intermediate, secondary, and technical education should, in every district, be under the management of one body or authority, so far as such education may receive aid from the local rate, and that this body should be elected solely for educational work.

(*b*) That, as such educational bodies already exist in the form of School Boards, many of which have already established excellent Higher Grade and Technical Schools, this Association strongly urges that the English Education Acts be consolidated and so amended that School Boards, re-constituted and re-named "Boards of Education," shall be entrusted with the management of general education.

13. **Royal Commission on Secondary Education. Representation of School Boards.**—That in view of the importance of connecting still further elementary school

work with secondary school work, and of the many and successful efforts in that direction that have been made by school boards in numerous higher grade schools; and further, in view of the fact that school boards are the statutory local educational authorities; this Association expresses its regret that school boards are not adequately represented on the Secondary Education Commission, and trusts that the Commission may be amended in this respect.

14. **Evening Schools, Registration.**—That the attention of the Education Department be called to the large amount of time consumed in Evening Schools by the present system of registration, and that the Department be recommended to adopt a system by which it will only be necessary to mark each student once per evening.

15. **Returning Officers at School Board Elections—List of Voters at School Board Elections.**—That the Education Department be urged to alter the regulations made under the Second Schedule of the Elementary Education Act, 1873, by making a new order (1) appointing the Clerk of the School Board to be the Returning Officer for the triennial election, and (2) to make the County Council list of voters the register for School Board elections.

16. **Loans, Authority to County Councils.**—That Her Majesty's Government be urged by the Association of School Boards to grant power to County Councils to borrow money for the purpose of making advances to small local authorities, similar to the power now exercised by several large county boroughs in lending money to their respective School Boards.

17. **Certificate Classes, Power to Establish.**—That it is desirable that School Boards should be empowered to establish and carry on classes to enable ex-pupil teachers to obtain their certificates.

18. **Prizes for Day School Attendance.**—That this Association views with apprehension the action of the Education Department in deciding that in future there must be no expenditure on prizes for school attendance in any form.

19. **Cumulative System of Voting.**—That the Executive Committee of the Association is instructed to take all possible steps to bring about the abolition of the Cumulative System of Voting at School Board Elections.

SECOND ANNUAL MEETING, MAY 7TH AND 8TH, 1895.

20. **Cookery and Laundry Grant.**—(*a*) That a Memorial be presented to the Education Department praying that the cookery and laundry grants be paid in respect of all children who have made the necessary number of attendances at the lessons, irrespective of whether the names of such children remain on the school registers at the annual inspection or not, and that (*b*) in cases where the examination of the school takes place for any period other than twelve months, a proportionate alteration be made in the number of hours required for cookery, and that a proportion of the grant be paid.

21. **School Sites and Compulsory Purchase.**—That in view of the difficulty in obtaining suitable sites for school buildings consequent upon the present unsatisfactory state of the law regarding compulsory purchase of land by School Boards, which frequently results in exhorbitant prices having to be paid for eligible sites, this Association is of opinion that the powers of educational authorities should be assimilated to those recently conferred upon parish and district councils by the Local Government Act, 1894, whereby land may be acquired for public purposes without additional allowance being made to the owners on account of the purchase being compulsory. That it be an instruction to the Executive Committee, to make the necessary representations to Her Majesty's Government consequent upon the foregoing resolution having been passed.

22. **Limitation of Grant.**—That in any school or schools where H. M. Inspector reports that the equipment and efficiency are such as to merit the highest grants, no deduction shall be made from the grant, and that Subsection 1, Section 19 of 39 and 40, Vic., Cap. 79, shall not apply in such cases.

23. **Annual Meeting.**—That the Annual Meeting of the Association shall be held in London, on a Tuesday and Wednesday in the month of May, not being a Whitsun week.

24. **Loans. Interest charged by Public Works Loan Commissioners.**—That representations be made to Her Majesty's Treasury relative to the present high rate of interest charged to School Boards for loans obtained from the Public Works Loan Commissioners.

25. **Loans. Authority to County Councils.**—That in view of the importance and urgency of the proposal unanimously approved at the annual meeting last year, powers be given to County Councils whereby they may grant loans to School Boards and District Councils.

This Association respectfully urges Her Majesty's Government to forthwith introduce a Bill giving effect to these proposals.

26. **Queen's Scholarship Examination and University Extension Certificates.**—That the Association call the attention of the Education Department to the hardship inflicted on a large number of Queen's Scholarship Candidates (unless some other subject be provided) by the operation of the fifth of the optional subjects, page 7 of the scholarship syllabus, as the examination is a competitive and compulsory one, and with the exception of certain favoured centres, candidates are totally unable to attend the necessary number of University Extension Lectures as required by the syllabus.

27. **Examination of Pupil Teachers.**—That the Association bring before the Education Department: (*a*) The brief time allowed at the Annual Examination of Pupil Teachers, viz.: one day of about six hours; and (*b*) that the questions for each subject be printed on separate papers stating the time allowed.

28. **Rating of Public Elementary Schools.**—That in the opinion of this Association, Public Elementary Schools be exempt from rates.

29. **Expenditure under Education Acts.**—That the Executive of the Association approach the Local Government Board by memorial, and also by deputation, if necessary, with the view of securing some more uniform method of audit, whereby boards may be allowed without risk of surcharge to incur expenditure which, though not expressly sanctioned by the Education Acts, does not contravene them, and which may reasonably be held to be in accordance with their spirit, by being incurred expressly to assist boards in the performance of some one or other of their duties imposed by these Acts.

30. **Cost of Maintenance of Children committed to Industrial Schools.**—That in the opinion of this Association some change of the law which fixes the incidence of the cost of maintaining and educating the children committed by magistrates to certified industrial schools is desirable,

and that the Executive Committee be requested to consider the question and take such action as may appear to be desirable and necessary.

31. **Metric System.**—That this Association, taking note that the House of Commons has appointed a Select Committee to consider our system of weights and measures, hope, in the interests of elementary education, that the Metric System may soon become the legal system of the United Kingdom; that in the meantime this Association would impress upon all managers of schools the importance of more systematic instruction in decimal arithmetic and in a knowledge of the Metric System as laid down in the Code. That a copy of this resolution be sent to the Chairman of the House of Commons Select Committee on Weights and Measures.

THIRD ANNUAL MEETING, MAY 19TH AND 20TH, 1896.

32. **Authorities for Education.**—That having considered the principal recommendations of the Royal Commission on Secondary Education, and the provisions of the Education Bill, 1896, the Association of School Boards (England and Wales) re-affirms its opinion that it is essential to the effective improvement and full extension of education in this country that Primary and Secondary Education should be under one local authority, and that throughout the country with districts of suitable area, including large urban districts and non-county boroughs, this authority should be elected solely for educational work.

33. **Education Bill, 1896.**—That in the opinion of this Association Clause 27 of the Education Bill of 1896 should be deleted, but if the Government determine to adhere to it the Association of School Boards are of opinion that the following proviso should be added to paragraph 1 as to facilities for religious instruction: "Provided that the operation of this clause shall be limited to school districts or educational areas where there is no voluntary school belonging to the parents' own special denomination, or no School Board, within reasonable distance."

34. **Fees in Higher Grade Schools.**—(*a*) That in the opinion of this Association the interpretation put by the Education Department on Section 4 (1) of the Elementary Education Act, 1891, in making it a condition of sanctioning the charge of fees in higher grade schools that School Boards

shall prove that the collection of a fee is in itself an "educational benefit," and in refusing to take into consideration under this clause the educational benefit which the establishment of "fee charging" higher grade schools would carry with it, is contrary to the spirit of the Act in question, and calculated seriously to retard the progress of education. (*b*) That it be referred to the Executive to lay this resolution before the Education Department, and before Parliament in such a manner as may be found most suitable in order to procure a modification of the restrictions which have been imposed. (*c*) That in the opinion of this Association School Boards, being acquainted with all the local circumstances, should have the power of deciding whether or not fees should be charged in higher grade schools.

35. **Education Bill, 1896, and Higher Grade Schools.**—That the Association desires to express its strong dissent from any proposal to remove the higher grade schools from the management of School Boards.

36. **School Board Prosecutions, Cost of Justices' Clerks.**—That a memorial be presented to the Education Department praying that steps may be taken by statutory enactment, or otherwise, to limit the cost payable to justices' clerks in prosecutions for offences against the Education Acts, to the amount recoverable from the defendants on conviction in such cases.

SPECIAL MEETING, MARCH, 10TH, 1897.

37. **Voluntary Schools Bill.**—"That this Association of School Boards in England and Wales demands that the principle of equality be observed in the treatment of all public elementary schools whether provided or not provided by School Boards.

(*a*) In respect of grants in aid from Her Majesty's Exchequer.

(*b*) In regard to exemption of school buildings from local rates.

They further urge that in Clause 2 of the Voluntary Schools Bill the repeal of the limitation of the Parliamentary Grant should be extended to night schools."

FOURTH ANNUAL MEETING, MAY 18TH AND 19TH, 1897.

38. **Clause VII. of Science and Art Directory.**—That the Association of School Boards instruct the Executive

Committee to send a deputation to the President and Vice-President of the Committee of Privy Council on Education, setting forth the Association's serious objection to the fresh clause in par. VII. of the proposed Science and Art Directory, which would effect a change in the law, and would prevent the extension of elementary work. While the Association is prepared to accept a properly constituted local authority for secondary education duly appointed by Parliament, the proposed change in the Directory would go far to establish a new authority without Parliamentary sanction, and would do so in such a manner as to cripple the School Boards and the managers of voluntary schools in the development of elementary education.

39. **Attendance of Members at Meetings of Executive.**—That when the voting paper for the annual election of the Executive Committee is sent out there shall be attached thereto a schedule showing the number of meetings of the Executive during the year previous, and also the attendance of the several members who have been serving on the Committee.

40. **Limitation of Grant in Evening Schools.**—That the repeal of the limitation of the Parliamentary Grant embodied in Clause II. of "The Voluntary Schools Act, 1897" should be extended to night schools.

41. **Scholarship and Certificate Examinations. Marks for Art Subjects.**—That the present regulations of the Education Department with respect to marks for Art subjects at the scholarship and certificate examinations amount to a breach of faith towards those who have gained certificates under former rules; are calculated to affect detrimentally the Art studies not only of teachers but also of scholars; needlessly enlarge syllabuses already sufficiently extensive; have a tendency to establish a dangerous precedent; and in the opinion of this conference should be revised.

42. **Annual Grants, Method of Payment.**—That as considerable inconvenience is caused to the managers of public elementary schools by the present system of payment of the annual grant in one sum, it is desirable that steps should be taken to endeavour to induce the Education Department to pay the grant in quarterly instalments as in the case of the fee grant.

FIFTH ANNUAL MEETING, MAY 17TH AND 18TH, 1898.

43. **Authorities for Education.**—That, while reaffirming the opinion that it is essential to the effective improvement and full extension of education in this country that primary and secondary education should be under one local authority, and that throughout the country with districts of suitable area, including large urban districts and non-county boroughs, this authority should be elected solely for educational work—the Association are of opinion that, if, and so long as, there is to be a separate local authority for secondary education, in the County of London, and the county boroughs, the representation of the School Boards upon the secondary education authority should be equal to that of the County or Borough Councils.

44. **Clause VII. of Science and Art Directory.**—That this Association strongly protests against the recent action of the Science and Art Department in establishing, without the sanction of Parliament, local authorities (under the guise of committees) for the organisation and management of secondary education, and dislocating the essential correlation between primary and secondary education by interference with School Boards in their efforts to provide an effective higher education for the children of the working classes.

That the Executive Committee be instructed to take strenuous action to secure the adoption of their recommendations as set forth in their Memorandum.

45. **Authorities for Education.**—That School Boards in districts having a population of less than 50,000 be grouped, and elect representatives on the local authorities for secondary education, and that it be referred to the Executive Committee to consider and report what would be a suitable area.

46. **School Attendance.**—(i.) That in the opinion of this Association the time has arrived when the half-time system of school attendance should be abolished, and as a step in that direction the minimum age for half-time exemption be raised from eleven to twelve.

(ii.) That the standard for half-time exemption at 12 years of age be not lower than standard V.

(iii.) That the standard for whole time exemption be not lower than standard VI., and that such exemption be not allowed in the case of any child under 13 years of age.

(iv.) That whole time exemption from School attendance be granted in the case of a child over 13 and under 14 years of age, on condition that such child has made three hundred attendances, annually, for any five years after seven years of age; also, that after the expiration of two years from the amendment of the existing Regulations, the attendance qualification for the whole time exemption be further raised, for a child over 13 years of age, to 350 attendances per annum for any five years.

That in the opinion of this Association the system of labour certificate examinations should be abolished, and that right to claim exemption from attendance at public elementary schools should be based upon age, attendance, and school classification.

(v.) That Bye-laws made under Section 74 of the Education Act, 1870, apply to children up to 14 years of age.

(vi.) That the maximum penalty for neglect of School attendance be increased to 10s. for the second or any subsequent offence. (In Scotland a penalty of 20s. may be imposed.)

(vii.) That it be made clear that before instituting proceedings against parents School Authorities be empowered to pay for medical certificates for children in cases where sickness is alleged as the cause of absence from School.

(viii.) That in all cases of commitment to a Day Industrial School the period of detention be extended to 14 years of age so as to obviate repetition of proceedings in cases uncured by a three years' term, still reserving to the Managers the power to license out where desirable.

(ix.) That it be made clear that on the removal of parents of blind and deaf children from one district to another the liability for the maintenance and education of their children shall instantly attach to the authority of the district in which the parents have gone to reside.

(x.) That greater freedom be given to School Boards in adopting Prize Schemes to encourage regular attendance at school.

(xi.) That a Magistrates' School Attendance Order shall not need to specify the school and shall remain in force until the child has been legally exempted from school attendance, without regard to the place in which the child may be residing or in whose care it may be, on warning by any duly authorised officer to the actual custodian that such order is in force.

(xii.) That parents be required to give a qualified Attendance Officer any necessary information respecting the age and school attendance of their children.

(xiii.) That a more summary method be adopted for collecting the contributions from parents of children committed to Reformatory and Certified Industrial Schools and Day Industrial Schools.

47. **School Attendance—Enforcement of Fines.**—That the enforcement of fines inflicted by magistrates under the Elementary Education Acts should devolve entirely upon the police, and not upon the School Board or School Attendance Committee.

48. **Commercial Education—Grants.**—That representations be made to the Education and Science and Art Departments upon the necessity for granting increased facilities for the teaching of commercial subjects in upper standards and higher grade schools, and to allow adequate grants thereon.

49. **The Right Hon. W. E. Gladstone.**—That this meeting of representatives from various centres of elementary education recognises with profound gratitude the inestimable value of the services rendered by Mr. Gladstone in the interests of education in this country, expresses sincere sympathy with the family in the dark hour of their grief, and prays that the sustaining grace of God may be given to him and them.

50. **Art. 101*, of the Code—Additional Fee Grant.**—That the Education Department be memorialised to take steps to so amend the Elementary Education Act, 1891, that additional fee grant may be legally payable under Article 101* of the Code.

51. **Industrial School Commitments—Detention of Children in Police Cells.**—That the attention of the Secretary of State for the Home Department be drawn to the fact that children committed to industrial schools under the Elementary Education Act, 1876, are occasionally detained in the ordinary police cells overnight, pending their removal, when the industrial school is some distance from the place of committal, and that he be respectfully requested to issue an instruction to the several police authorities to keep such children absolutely free from intermixing or communicating with any other prisoners.

52. **Evening School Code—Attendance of Day School Children.**—That a petition be forwarded to the Education Department praying that no scholar may be entered or continued upon the register of an Evening Continuation School who is under fourteen years of age, unless

such scholar (*a*) has been under instruction in Standard VI. or in a higher standard; or (*b*) is exempt from the legal obligation to attend school. The evidence in the case of children in Standard VI. in a day school to be sufficient if it is shown that such child has been under instruction in Standard VI.

53. **Grants to Infants' Schools.**—That the Executive of this Association be requested to confer with the Education Department, with a view to obtaining a change in the Code so as to provide that annual grants to Infant Schools on account of scholars taught in Standard I. should be the same as are now paid for that standard in senior departments.

54. **Admission of Pupil Teachers.**—That this Conference is of opinion that the raising of the age for the admission of Pupil Teachers as proposed in the recommendations of the Departmental Committee's Report on the Pupil Teacher System, would operate to the exclusion of the children of the working classes from the teaching profession, and should, therefore, not be carried into effect.

55.—**Elementary Education (Blind and Deaf Children) Act, 1893—Additional Grant.**—That the Executive Committee be requested to communicate with such Departments of the Government as may be necessary, with a view to obtaining for all School Authorities within the meaning of the Elementary Education (Blind and Deaf Children) Act, 1893, a further Grant in aid of the additional financial responsibility imposed on such Authorities by that Act. And that it also be an instruction to the Committee in considering the subject, to give special attention to any change thus imposed on Rural School Boards.

SPECIAL MEETING, DECEMBER 16TH, 1898.

56. **Local Authorities for Secondary Education.**—

(a) IN THE COUNTY OF LONDON AND IN COUNTY BOROUGHS.—That, provided the School Board for the County of London and the School Boards in the County Boroughs have one-third of the total membership of the proposed Secondary Education Boards, and that these Secondary Education Boards are independent of any external local authority in their administration, the Association of School Boards is willing that the County Council Boroughs shall have one-half the representation.

(b) In Administrative Counties.—That in administrative counties the County Councils shall nominate a majority of the members of the local authority for secondary education and that of the remainder a portion up to one-third of the whole be allocated to the School Boards in the county. The Education Department shall determine how many members shall be allotted to the School Boards, and, in doing so, shall have regard to the proportion the population under School Boards bears to the whole population, and shall determine how, if necessary, School Boards shall be grouped for the purpose of electing representatives. Provided always that the Education Department may, on application, constitute a separate local authority for any part of an Administrative County if they are satisfied that such area has separate educational interests, or that it is otherwise desirable. And that the Association of County Councils be asked to co-operate with the Executive in waiting upon the Lord President of the Council for the purpose of representing to him the desirableness of so extending the scope of the Board of Education Bill as to include proposals for the creation of local authorities for Secondary Education on the basis of the foregoing resolutions.

57. **Board of Education Bill.**—That the memorandum of the Executive dealing with the Board of Education Bill be referred to the Executive, with power to take such action as may be deemed necessary.

58. **School Board Gazette.**—That the recommendation of the Executive Committee relative to the issue by the Association of a monthly journal, to be called "The School Board Gazette," be adopted, and that such Gazette be the official organ of the Association.

59. **School Attendance.**—That in the opinion of this Association the law relating to the compulsory attendance at school requires immediate revision and amendment :—

(a) By an extension of the bye-laws from five to fourteen years of age, instead of five to thirteen, as at present.

(b) By including in the said bye-laws the provisions relating to certificates of school attendance for children between thirteen and fourteen years of age for employment and exemption from school (with such amendments as may be deemed proper) in the Elementary Education Acts of 1876, 1893, etc., and by an amendment of the law providing that a penalty of not more than 20s. (including costs) may be inflicted for each offence.

60. **Code (Art. 63) Service in Schools of Science.**—That the Executive Committee of this Association be requested to confer with the Education Department with a view to Article 63 of the Code being so amended that service in a School of Science may be held to satisfy the conditions for the issue of a teacher's parchment certificate after eighteen months' service. And that a teacher should in no way suffer from any disability from being employed in a Science School.

61. **Street Hawking.**—That the Executive Committee of the Association take steps to further the legislation sought to be obtained by the Corporation of Manchester and other Municipal Authorities for the regulation of street hawking by children and persons.

Review.

"THE EDUCATIONAL SYSTEM OF GREAT BRITAIN AND IRELAND," by Graham Balfour, M.A. [Crown 8vo.. paper, boards, 7/6, Clarendon Press.]

An unprejudiced account of the various systems of education in operation in Great Britain and Ireland was much needed, and Mr. Balfour has succeeded in clearly stating the circumstances under which public education is administered by the Central and Local Authorities of the United Kingdom, with all the defects and imperfections inherent in a system built up, as ours has been, by piecemeal legislation—much of it of a tentative character. Mr. Balfour describes the functions of the various Central Authorities dealing more or less efficiently with the administration of the moneys voted by Parliament for public instruction and the funds of Educational Charities. He treats of Secondary Education so far as we may be said to have a system, and gives a well written and clear account of higher education provided by the Universities.

The references to the various commissions which have reported on Education of various kinds are of the greatest value to the student of our very complex system. Mr. Balfour has condensed a wonderful amount of information within very small compass, and he has done his work so well that we regret he has not in some cases gone into greater detail. The statistics given in the Appendix are of interest, and the notes throughout are accurate and to the point. Mr. Balfour's book is one which should be in the hands of all who are charged with the administration of education.

The following books have been received, and will be noticed :—

"THE ART OF TEACHING," by D. SALMON. [Crown 8vo., cloth, 3/6, Longmans.]

"ESSAYS ON SECONDARY EDUCATION," by Christopher Cookson, M.A. [Crown 8vo., paper boards, 4/6, Clarendon Press.]

"PSYCHOLOGY IN THE SCHOOLROOM," by T. F. G. Dexter, B.A., B.Sc., and A. H. Garlick, B.A. [4/6, Longmans.]

Meeting of Executive Committee.

HELD AT LIVERPOOL, MARCH 17TH, 1899.

Present.—The Very Rev. E. C. Maclure, President, in the chair; Sir Thomas Roe, Rev. Professor Anthony, Rev. Dr. Bruce, Rev. Canon Major Lester, Rev. Canon W. Moore Ede, The Rev. Canon Scott, Messrs. Baines, Cockburn, Claridge, Hance, Moss, O'Donoghue, Packer, and Woodward.

Memorandum.—Minutes of February meeting read and approved.

Memorandum.—With reference to the question of Local Authorities for Secondary Education in County Boroughs, the following letter from the Town Clerk of Liverpool, dated the 6th March, was read.

"TOWN CLERK'S OFFICE,
"*Liverpool, March 6th*, 1899.

"SECONDARY EDUCATION.

"MY DEAR SIR,

"I am obliged by your letter enclosing me a copy of a Resolution passed by the Executive Committee of the Association of School Boards. I now beg to send you a print of the Scheme approved by the majority of the County Boroughs, in which you will see that they agree to the School Boards having one-third of the representation in County Boroughs.

"Yours truly,
"HARCOURT E. CLARE, Town Clerk."

Memorandum.—Submitted the report of the Sub-Committee appointed to consider the recommendation of the Departmental Committee on Pupil Teachers, and the question of Training College accommodation for Teachers. For copy of Report of Sub-Committee see page 272 of present number of *Gazette.*

Resolved.—That the Report now submitted be approved and recommended to the Association for adoption.

Memorandum.—Submitted letter and Memorial from the London School Board, dated 17th February, with reference to the London School Board and the Science and Art Department. For copy of Memorial, see page 280 of present number of *Gazette.*

Resolved.—That the Memorial be referred to the Gazette Sub-Committee for insertion in the next number of the *School Board Gazette*, and that a copy of the Memorial be supplied to each member of the Executive Committee.

Memorandum.—Submitted *The Education of Children Bill* introduced into the House of Commons by Mr. W. S. Robson, M.P., together with resolution of last Annual Meeting regarding half-timers.

Resolved.—That a petition be forwarded to the House of Commons from the Executive Committee in favour of the proposal of the Bill to extend the age for half-time employment, and that a memorial to the same effect be also addressed to the Prime Minister, and to the First Lord of the Treasury.

Memorandum.—Reported relative to the question of the education of defective, deaf and blind children, and submitted correspondence with school boards relative thereto, and also reported that a total of forty-six school boards had practically adopted the memorial of the London School Board in favour of increased grants.

Memorandum.—Submitted a letter from the Smethwick School Board, dated March 11th, regarding the form of receipt for subscriptions to the Association.

Resolved.—That the matter be referred to the Treasurer.

Memorandum.—Submitted draft list of representatives for next Annual Meeting.

Memorandum.—It was reported that forty-four school boards had expressed their intention of supporting the memorial of the London School Board in favour of additional grants of account of expenditure under the Industrial Schools Acts.

Resolved.—That the next meeting of the Association be held at Manchester on the 28th April, 1899.

THE

SCHOOL BOARD GAZETTE.

VOL. I. MAY, 1899. NO. 5.

The Latest Educational Return.

RETURN showing (1) The EXPENDITURE from the GRANT FOR PUBLIC EDUCATION in ENGLAND and WALES in the Year 1898 upon ANNUAL GRANTS to ELEMENTARY SCHOOLS;

(2) The ACTUAL NUMBER OF PUBLIC ELEMENTARY DAY SCHOOLS on the ANNUAL GRANT LIST on the 31st August, 1898; the ACCOMMODATION and NUMBER OF SCHOLARS in those SCHOOLS;

(3) DETAILED STATISTICS of INSPECTED SCHOOLS, 1897-8—PUBLIC ELEMENTARY DAY SCHOOLS, EVENING CONTINUATION SCHOOLS, AND CERTIFIED EFFICIENT SCHOOLS; the ACCOMMODATION, NUMBER OF SCHOLARS, TEACHERS EMPLOYED, PARTICULARS OF GRANT EARNED, INCOME AND EXPENDITURE, &C.;

(4) SUMMARY TABLES of EDUCATIONAL STATISTICS; and

(5) NUMBER of SCHOOL BOARDS under various Heads of Population.

THE last return issued by the Education Department respecting Public Elementary Schools in 1898, is a valuable document. Within its one hundred and fifty pages it contains a mass of interesting statistics, which will well repay careful study. With the view of enabling members of School Boards and others to obtain the gist of the Return without having to toil through pages of tables, the following summary has been prepared, which, it is hoped, will contain all the salient points of the Return, especially such as are of interest to School Boards. The chief points dealt with are the following:—

I.—GRANTS.
II.—DAY SCHOOLS—Attendance, accommodation, etc.
III.—EVENING SCHOOLS.
IV.—TEACHERS.
V.—SCHOOL INCOME AND EXPENDITURE.
VI.—SCHOOL BOARDS.

VII.—APPENDIX—List showing population, number of Schools (Board and Voluntary), average attendance, percentage of average attendance (1) to numbers on registers and (2) to population, in County Boroughs and in Administrative Counties.

Wherever possible the tables have been arranged so as to show the position and progress of School Boards in the particular matter under consideration.

I.—GRANTS.

For the year ended 31st December, 1898, the total expenditure from the Grant for Public Education in England and Wales was £8,391,824, an increase of £613,577 on the expenditure of the preceding year. The principal items in this truly enormous bill were as follows:—Day School Grants 4½ millions, Fee Grants 2¼ millions, Aid Grant to Voluntary Schools nearly ¾ million, Grants to necessitous School Boards nearly ¼ million, Administration £281,838, Training Colleges £172,793, Evening Schools £190,667, Pensions and Gratuities to Teachers £35,834, and Grants for Blind and Deaf Children £18,040. All the principal items show increased expenditure compared with the preceding year, with the exception of the Annual Grant for Day Schools, which shows a decrease of £142,185.

The following comparative table shows the Annual Grants earned by Day Schools during the year ending 31st August, 1898. The grants do not include Fee Grants or Aid Grants, and the figures are arranged under denominations:—

	Grants earned year ended 31st August, 1898.			Grants earned year ended 31st August, 1897			Increase.			Percentage of Increase.
	£	s.	d.	£	s.	d.	£	s.	d.	
Church of England or National Society ...	1,861,575	8	6	1,808,168	4	8	53,407	3	10	2·9
Wesleyan Schools ...	123,850	1	0	120,930	11	3	2,919	9	9	2·2
Roman Catholic Schools ...	235,613	18	5	226,824	8	10	8,789	9	7	3·8
British, etc., Schools ...	228,309	8	9	227,306	1	6	1,003	7	3	0·4
School Board Schools ...	2,107,372	8	2	1,999,373	18	8	107,998	9	6	5·4
Totals ...	4,556,721	4	10	4,382,603	4	11	174,117	19	11	3·9

To put it in another way, the grants to Board Day Schools have increased by £107,998, while those to all other Day Schools have advanced by £66,119 only.

Turning to Evening School Grants, and comparing them with the preceding year's figures, one finds that there has been an increase of no less than 17 per cent. in the grants earned, which have sprung from £175,067 in 1897, to £205,588 in 1898. The following summary will show the part School Boards are taking in this important branch of education.

	Grants earned.	Reduction under Article 107 (*a*) & (*b*).	Grants paid.
	£ s. d.	£ s. d.	£ s. d.
School Board Evening Schools... ...	131,106 10 6	13,275 11 11	117,830 18 7
All other Evening Schools	74,481 19 6	3,549 14 3	70,932 5 3
Totals	£205,588 10 0	£16,825 6 2	£188,763 3 10

The following is a comparative table of grants earned by Evening Schools during the two years ending the 31st August, 1898 :—

	1898.	1897.	Increase.
	£ s. d.	£ s. d.	£ s. d.
Church of England...	40,478 10 0	34,427 18 6	6,050 11 6
Wesleyan	2,574 4 0	2,360 8 6	213 15 6
Roman Catholic ...	4,960 7 6	3,928 7 0	1,032 0 6
British, &c. ...	26,468 18 0	22,587 3 8	3,881 14 4
School Board ...	131,106 10 6	111,763 12 6	19,342 18 0
	£205,588 10 0	£175,067 10 2	£30,520 19 10

It will be noticed that £16,825, or 8 per cent. of the total grants earned, were deducted under Article 107. Of this amount no less than £13,275 was deducted from the Grants of Evening Schools under School Boards. It is a matter for regret that my Lords have not as yet seen their way to place Evening Schools on the same footing as Day Schools in this respect. As the Association has often pointed out, and as has been acknowledged by Sir John Gorst, the retention of the 17/6 limitation of Evening School Grants cannot be defended on the ground of educational benefit to the schools, and the operation presses most severely on the very schools that can least bear it.

II.—Day Schools—Attendance, etc.

The number of Public Elementary Day Schools on the annual grant list on the 31st August, 1898, was 20,022, providing

accommodation for 6,345,906 scholars; there were 5,601,249 children on the books and the average attendance was 4,572,236. The following table gives these particulars arranged under the different denominations:—

	No. of Schools.	Accommodation.	No. on Books.	Average Attendance.
Church of England ...	11,815	2,780,402	2,310,392	1,883,263
Wesleyan	457	181,554	156,343	124,971
Roman Catholic ...	1,033	386,823	309,357	246,128
British, etc.	1,122	347,024	282,633	230,355
Total Voluntary ...	14,427	3,695,803	3,058,725	2,484,717
School Board	5,595	2,650,103	2,542,524	2,087,519
Grand total ...	20,022	6,345,906	5,601,249	4,572,236

The table given below shows the progress in average attendance in Board and Voluntary Schools during the last ten years:—

Year.	Board.		Voluntary.		
	Average Attendance.	Increase on preceding year.	Average Attendance.	Increase on preceding year.	Decrease on preceding year.
1889	1,424,835	46,829	2,257,790	20,829	—
1890	1,457,358	32,523	2,260,559	2,769	—
1891	1,491,571	34,213	2,258,385	—	2,174
1892	1,570,397	78,826	2,300,377	41,992	—
1893	1,688,668	118,271	2,411,362	110,985	—
1894	1,777,797	89,129	2,448,037	36,675	—
1895	1,879,218	101,421	2,445,812	—	2,225
1896	1,956,992	77,774	2,465,919	20,107	—
1897	2,016,547	59,555	2,471,996	6,077	—
1898	2,072,911	56,364	2,481,254	9,258	—

Consideration of the tables giving detailed statistics of inspected schools 1897-8, shows that the percentage of average attendance to the numbers on registers for the whole of England and Wales is 81·66. In the English County Boroughs it is 83·02, in Welsh County Boroughs 80·79; in English Administrative Counties 81·55, and in Welsh Counties 75·86. At the end of this article a table is given arranged under Administrative Counties and County Boroughs, and showing the following particulars, viz., population (1891), number of schools (Board and Voluntary), average attendance, percentage of average attendance to number on registers, and percentage of average attendance to population. The percentage of average to number on register should be used with great caution, as it does not

follow that because a school shows a low percentage that the average attendance has been bad. A school increasing in numbers shows a lower percentage than a school whose numbers are decreasing, and a large decrease in the numbers may show a percentage of over a hundred. Indeed, it appears from the tables in this Return that no fewer than 309 schools had the impossible percentage of 100 and over. This comes about from the fact that the number on the registers is taken at the end of the school year. Schools which have many half-timers show a lower percentage than schools in which all the scholars attend full time. In the same way the percentage of average attendance to population must be used with discretion; the population taken is for 1891, and thus towns which have largely increased in population since that year will show to considerable advantage compared with places where the population has remained stationary. Before leaving the subject of day-school attendance, it may be interesting to mention that the average attendance of a town Board School is 735, of a town Voluntary School 409; in the administrative counties the average attendance of a Board School is 300 and of a Voluntary School 146.

The following tables show the percentage of scholars on the school registers on the last day of the school year, (*a*) at the different ages and (*b*) in the different standards:—

AGES.

	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.
Voluntary Schools ...	·07	3·76	7·63	10·51	11·04	10·79	10·90
Board Schools ...	·06	3·28	7·15	10·26	10·99	10·76	10·83
	·07	3·54	7·41	10·39	11·01	10·77	10·86

	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.
Voluntary Schools	10·89	10·89	10·36	8·71	3·54	·80	·11
Board Schools ...	10·92	10.92	10·51	9·17	4·02	·88	·16
	10·91	10·90	10·43	8· 91	3.75	·84	·13

STANDARDS.

Below Standard I.	Standard. I.	II.	III.	IV.	V.	VI.	VII	Ex. VII.
5·1	18·9	20·4	19	16·6	11·9	5·9	1·9	·3

If the 10,731 scholars on the books of schools of science conducted by School Boards were reckoned in the above return, the percentage of scholars in standard ex.-VII. would be considerably increased.

If we examine the table dealing with the payment of school fees we find the following:—

Free scholars	4,870,615
Paying scholars	706,251

The following table gives the same information arranged under the head of denominations:—

	Free Scholars.	Paying Scholars.
Church of England	1,869,756	436,245
Wesleyan	73,699	84,474
Roman Catholic	287,272	20,527
British, etc.	201,268	80,242
School Board	2,438,620	84,763
	4,870,615	706,251

More than one-half of the free scholars, and less than one-eighth of the paying scholars, are in Board schools.

III.—Evening Schools.

The returns relating to attendance in Evening Schools were exhaustively dealt with in the February number of *The Gazette*, and it is unnecessary to deal with the matter again. It may be noted, however, that 27·4 per cent. of the scholars on the books are under fourteen years of age. Of the rest 10·9 per cent. are over twenty-one years of age, and 61·7 per cent. are between fourteen and twenty-one years.

IV.—Teachers.

The returns show that in the year 1898 there were the following teachers in the public elementary schools of England and Wales:—

Men Teachers	27,504
Women ,, ...	74,242
Boy Pupil Teachers...	6,977
Girl ,, ,, ...	26,431
Total	135,154

The adult teachers are divided among the various denominations as follows:—

	Untrained (including provisionally Certificated).	Certificated Trained.	Ex-P.T. Assistants.	Art. 68.
Church of England ...	10,679	11,440	11,292	9,609
Wesleyan	553	647	827	354
Roman Catholic ...	1,228	1,440	1,554	1,403
British, &c.	1,443	1,157	1,394	824
School Board	11,444	19,843	11,669	2,946
	25,347	34,527	26,736	15,136

With respect to pupil teachers the most striking fact is the small number of boy pupil teachers. Not only is the number relatively smaller than in previous years, but actually. The following figures show the number of pupil teachers at different periods during the last 28 years:—

Year.	Boy Pupil Teachers.	Girl Pupil Teachers.
1870	6,384	8,228
1880	10,822	21,306
1890	7,695	23,467
1896	7,737	28,137
1897	7,369	27,380
1898	6,977	26,431

Teachers' Salaries.

The average salary of a Head Master is £142 0s. 7d., of a Head Mistress £91 15s., of an Assistant Master £101 2s. 3d., and of an Assistant Mistress £74 16s. 9d. This is a slight increase on last year's salaries for each class of teacher.

V.—School Income and Expenditure.

The following table shows (1) average cost of maintenance, (2) average Annual Grant paid, (3) average School Fees, (4) average Voluntary Contributions or Rates towards maintenance—per child in average attendance—in Voluntary and Board Schools during the last ten years:—

Year ending 31st August.	The Average cost of Maintenance per child in Average Attendance.		The Average Annual Grant per Child in Average Attendance.		The Average School Fees per Child in Average Attendance.		The Average Voluntary Contributions, or Rates in Board Schools, towards Maintenance per child in Average Attendance.	
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.
1889	1 16 4½	2 4 6½	17 4¼	18 3½	11 1½	8 11¾	6 7¼	17 1¾
1890	1 16 11½	2 5 11½	17 6¼	18 5¾	11 2¾	9 1	6 7½	18 0½
1891	1 17 8	2 7 1¾	18 0¼	18 9¼	11 3½	9 1¼	6 10¼	18 11
1892	1 17 9½	2 8 4¾	18 0¾	18 11	7 3½*	5 6 *	6 10¾	21 3½
1893	1 17 6¼	2 8 1½	18 1½	18 11¼	2 4½	0 8½	6 8½	19 9¾
1894	1 18 1¾	2 8 9¾	18 2¼	19 1¾	2 0¾	0 7	6 6¼	18 4¾
1895	1 18 11¼	2 10 1¾	18 5½	19 5	1 11¼	0 5¾	6 9	19 8
1896	1 19 6¾	2 11 11¾	18 9¾	19 7¼	1 10¼	0 5½	6 9½	21 2
1897	2 0 6	2 13 2½	18 11¾	19 9¼	1 9½	0 5½	6 8½	21 11½
1898	2 2 4¾	2 13 9½	19 7¾	20 3	1 8¼	0 5	6 1	22 8¼

It is worthy of note that the Voluntary Contributions for 1898 show a decrease of £79,080 on the preceding year. The following are the figures for the past two years arranged under denominations :—

VOLUNTARY CONTRIBUTIONS.

Year.	Church of England.	Wesleyan.	Roman Catholic.	British, etc.	School Board.	Total.
	£	£	£	£	£	£
1897	632,906	19,777	98,664	92,527	1,412	845,286
1898	585,945	17,170	77,490	85,342	259	766,206
Decrease ...	£46,961	£2,607	£21,174	£7,185	£1,153	£79,080

VI.—SCHOOL BOARDS UNDER VARIOUS HEADS OF POPULATION.

The Return concludes with a table of School Boards in England and Wales under various heads of population. The following is a summary of the table :—

Total Number of Boards in England and Wales.	Under 250.	251 to 500.	501 to 750.	751 to 1,000.	1,001 to 2,000.	2,001 to 3,000.	3,001 to 4,000.	4,001 to 5,000.	Over 5,000.	
County Boroughs ...	—	—	—	—	—	—	—	—	58	2,511
Administrative Counties ...	148	445	380	239	447	220	118	73	380	
	1 to 1,000 = 1,212.				1,001 to 5,000 = 858.					

There are no School Boards in the County Boroughs of Bury, Chester, Lincoln, Preston, St. Helens, and Stockport.

* NOTE.—The decrease in the average School Fees in 1892 and thereafter is owing to the operation of the Elementary Education Act, 1891, under which the Fee Grant is paid.

VII.—TABLE SHOWING POPULATION (1891), NUMBER OF SCHOOLS (BOARD AND VOLUNTARY), AVERAGE ATTENDANCE, PERCENTAGES OF AVERAGE ATTENDANCE (1) TO NUMBER ON REGISTERS AND (2) TO POPULATION, IN COUNTY BOROUGHS AND IN ADMINISTRATIVE COUNTIES.

County Boroughs.	Population (1891).	Number of Schools.			Average Attendance.			Percentage of Average Attendance to Number on Registers.	Percentage of Average Attendance to Population.
		Voluntary.	School Board.	Total.	Voluntary.	School Board.	Total.		
Barrow-in-Furness ...	51,712	6	11	17	2,696	6,203	8.899	81·01	17·2
Bath ...	51,844	19	4	23	4,616	1,062	5,678	83·79	10·9
Birkenhead..	99,857	23	3	26	12,895	2,200	15,095	84·95	15·1
Birmingham	478,113	51	56	107	24,332	49,831	74,163	85·28	15·5
Blackburn...	120,064	44	2	46	18 380	703	19,083	78·04	15·8
Bolton ...	115,002	26	12	38	11,515	9,380	20,895	77·68	18·1
Bootle ...	49,217	5	4	9	4,100	3,606	7,706	85·11	15·6
Bradford ...	216,361	28	33	61	10,063	21,846	31,909	81·28	14·7
Brighton ...	115,873	18	14	32	6,012	9,413	15,425	82·87	12·3
Bristol ...	221,578	56	38	94	20,067	24,713	44,780	82·89	20·2
Burnley ...	87,016	23	8	31	8,127	5,638	13,765	79·30	15·8
Bury ...	57,212	28	—	28	7,903	—	7,903	75·41	13·8
Canterbury..	23,062	10	1	11	2,366	503	2,869	80·81	12·4
Chester ...	37,105	20	—	20	5,750	—	5,750	82·65	15·4
Coventry ...	52,724	13	7	20	4,456	4,252	8,708	83·87	16·5
Croydon ...	102,695	23	12	35	6,118	8,525	14,643	78·81	14·2
Derby ...	94,146	21	7	28	8,390	7,839	16,229	83·03	17·2
Devonport ..	54,803	8	6	14	3,757	4,605	8,362	81·51	15·2
Dudley ...	45,740	10	8	18	4,003	4,555	8,558	86·87	18·7
Exeter ...	37,404	12	6	18	3,455	1,685	5,140	79·18	13·7
Gateshead ..	85,692	6	19	25	3,130	13,314	16,444	80·80	19·1
Gloucester ..	39,444	14	3	17	4,167	1,955	6,122	77·62	15·5
Grimsby ...	51,934	12	8	20	3,652	5,571	9,223	80·87	17·7
Halifax ...	89,832	6	16	22	2,274	9,208	11,482	77·79	12·7
Hanley ...	54,946	4	11	15	2,756	7,444	10,200	89·13	18·5
Hastings ...	52,223	12	12	24	3,427	4,242	7,669	81·88	14·6
Huddersfield	95,420	22	17	39	4,576	7,507	12,083	81·39	12·6
Ipswich ...	57,360	9	13	22	4,056	5,355	9,411	84·89	16·4
Kingston-upon-Hull	200,044	25	38	63	10,198	26,903	37,101	86·92	18·0
Leeds ...	367,505	48	56	104	20,540	43,764	64,304	85·45	17·4
Leicester ...	174,624	27	25	52	9,638	21,856	31,494	86·11	18·0
Lincoln ...	41,491	19	—	19	6,186	—	6,186	77·26	14·9

County Boroughs.	Population (1891).	Number of Schools.			Average Attendance.			Percentage of Average Attendance to Number on Registers.	Percentage of Average Attendance to Population.
		Voluntary.	School Board.	Total.	Voluntary.	School Board.	Total.		
Liverpool ...	517,980	112	35	147	64,180	35,791	99,971	86·50	19·3
Manchester.	505,368	96	54	150	42,381	34,569	76,950	79·68	15·2
Middlesboro'	75,532	6	9	15	4,953	8,258	13,211	84·61	17·4
Newcastle-on-Tyne ...	186,300	22	21	43	11,827	17,162	28,989	82·64	15·5
Newport (Mon.) ...	54,707	7	11	18	3,135	6,931	10,066	79·17	18·3
Northampton	61,012	10	6	16	3,770	6,096	9,866	82·12	16·1
Norwich ...	100,970	20	17	37	5,639	12,028	17,677	84·30	17·5
Nottingham	213,877	37	39	76	12,005	24,862	36,867	84·48	17·2
Oldham ...	131,463	30	16	46	9,529	9,934	19,463	80·11	14·7
Oxford ...	45,742	24	—	24	6,717	—	6,717	84·64	14·6
Plymouth ...	84,248	14	14	28	5,074	8,019	13,093	78·71	15·5
Portsmouth	159,251	11	24	35	4,049	21,092	25,141	84·09	15·7
Preston ...	107,573	38	—	38	17,496	—	17,496	81·34	16·2
Reading ...	60,054	12	9	21	4,366	5,904	10,270	83·57	17·1
Rochdale ...	71,401	14	13	27	4,435	4,689	9,124	74·31	12·7
Saint Helens	71,288	33	—	33	14,181	—	14,181	81·48	19·8
Salford ...	198,139	44	16	60	20,474	10,642	31,116	81·35	15·7
Sheffield ...	324,243	42	40	82	19,189	34,376	53,565	85·79	16·5
Southampton	65,325	15	18	33	5,102	9,197	14,299	79·93	21·9
South Shields	78,391	7	11	18	3,598	11,438	15,036	81·57	19·1
Stockport ...	70,263	23	—	23	10,407	—	10,407	76·52	14·8
Sunderland	131,015	16	14	30	6,787	16,546	23,333	87·72	17·8
Walsall ...	71,789	14	10	24	5,428	7,021	12,449	80·00	17·3
West Bromwich ...	59,474	9	10	19	4,471	6,369	10,840	85·00	18·2
West Ham	204,903	16	41	57	6,695	38,621	45,316	85·38	22·1
Wigan ...	55,013	17	—	17	9,311	—	9,311	79·91	16·9
Wolverhampton	82,662	21	7	28	9,366	4,942	14,308	83·64	17·3
Worcester...	42,908	17	2	19	6,339	586	6,925	83·34	16·0
Yarmouth, Gt.	49,334	8	8	16	3,559	4,540	8,099	83·95	16·4
York ...	67,004	20	4	24	6,703	3,987	10,690	84·31	15·9
Cardiff ...	128,915	19	16	35	6,711	17,174	23,885	79·86	18·5
Swansea ...	90,349	9	18	27	4,203	11,839	16,042	82·17	17·7
London	4,232,118	499	468	967	179,577	430,053	609,630	81·12	14·4

Administrative Counties.	Population (1891).	Number of Schools.			Average Attendance.			Percentage of Average Attendance to Number on Registers.	Percentage of Average Attendance to Population.
		Voluntary.	School Board.	Total.	Voluntary.	School Board.	Total.		
Bedford ...	160,704	86	67	153	13,859	12,257	26,116	85·61	16·2
Berks. ...	176,109	212	13	225	26,017	1,300	27,317	84·82	15·5
Buckingham	185,284	191	67	258	20,031	11,486	31,517	83·36	17·0
Cambridge ..	121,961	125	30	155	15,209	3,742	18,951	82·13	15·5
Isle of Ely...	63,861	33	36	69	3,787	5,178	8,965	79·09	14·0
Chester ...	536,644	383	33	416	73,126	7,155	80,281	81·49	14·9
Cornwall ...	322,571	160	178	338	18,361	26,139	44,500	77·28	13·7
Cumberland	266,549	181	104	285	22,208	22,429	44,637	82·00	16·7
Derby ...	426,768	283	108	391	45,175	31,945	77,120	80·09	18·0
Devon ...	455,353	370	211	581	37,166	25,229	62,395	80·87	13·7
Dorset ...	194,517	252	25	277	24,885	3,301	28,186	80·45	14·4
Durham ...	721,461	303	142	445	77,914	55,982	133,896	83·43	18·5
Essex ...	579,355	359	172	531	44,088	60,664	104,752	82·11	18·0
Gloucester...	384,552	359	71	430	38,134	11,642	49,776	82·22	12·9
Hereford ...	115,949	161	31	192	12,420	3,217	15,637	79·61	13·4
Hertford ...	224,550	203	38	241	27,645	8,442	36,087	83·01	16·0
Huntingdon	54,969	64	21	85	5,480	2,186	7,666	81·76	13·9
Kent ...	785,674	458	112	570	86,636	31,396	118,032	82·65	15·0
Lancaster...	1,768,273	1,025	75	1,100	231,142	23,125	254,267	78·82	14·3
Leicester ...	200,468	221	37	258	26,729	7,933	34,662	83·02	17·2
Lincoln—									
Parts of Holland	75,522	45	45	90	4,973	6,338	11,311	81·82	14·9
Kesteven	105,910	149	31	180	12,862	3,083	15,945	82·00	15·0
Lindsey...	199,055	263	56	319	23,174	5,539	28,713	79·15	14·4
Middlesex...	560,012	162	80	242	38,448	49,309	87,757	82·51	15·6
Monmouth .	203,347	89	91	180	9,689	22,838	32,527	74·78	15·9
Norfolk ...	317,983	343	154	497	30,561	18,177	48,738	83·91	15·3
Northampton	203,247	232	45	277	23,855	11,483	35,338	82·24	17·3
Soke of Peterborough ..	35,249	26	4	30	6,115	229	6,344	81·71	17·9
Northumberland ...	319,730	250	55	305	33,610	18,774	52,384	82·71	16·3
Nottingham	231,946	184	57	241	25,157	16,093	41,250	80·35	17·7
Oxford ...	145,449	218	25	243	20,781	2,397	23,178	84·48	15·9
Rutland ...	20,659	36	2	38	2,743	99	2,842	84·43	13·7
Salop ...	236,336	273	37	310	27,787	6,680	34,467	81·70	14·5
Somerset ...	386,866	407	100	507	41,627	15,782	57,409	82·05	14·8
Southampton	386,849	330	62	392	40,273	12,653	52,926	81·81	13·6
Isle of Wight	78,672	45	13	58	7,397	3,466	10,863	83·83	13·8

Administrative Counties.	Population (1891).	Number of Schools.			Average Attendance.			Percentage of Average Attendance to Number on Registers.	Percentage of Average Attendance to Population.
		Voluntary.	School Board.	Total.	Voluntary.	School Board.	Total.		
Stafford ...	818,290	389	149	538	75,823	72,114	147,937	84·44	18·0
Suffolk, East	183,478	185	65	250	20,297	8,553	28,850	82·99	15·7
,, West	120,952	136	36	172	12,506	6,068	18,574	84·06	15·3
Surrey ...	418,856	221	66	287	41,825	15,965	57,790	81·29	13·7
Sussex, East	240,264	161	39	200	22,360	8,586	30,946	82·75	12·8
,, West	140,619	141	40	181	14,345	5,805	20,150	82·48	14·3
Warwick ...	307,193	230	57	287	28,118	22,132	50,250	82·31	16·3
Westmorland	66,098	95	20	115	8,594	1,174	9,768	82·88	14·7
Wilts ...	264,997	323	35	358	31,252	10,647	41,899	81·62	15·8
Worcester ...	296,661	226	52	278	35,242	12,871	48,113	84·28	16·2
York—									
East Riding	141,516	179	43	222	15,811	4,225	20,036	80·56	14·1
North ,,	284,837	303	80	383	25,594	17,376	42,970	82·33	15·0
West ,,	1,351,570	727	350	1077	117,692	101,301	218,993	80·53	16·2
Anglesea ...	50,098	25	39	64	2,301	4,082	6,383	74·27	12·7
Brecknock ..	51,393	46	41	87	3,316	4,815	8,131	72·66	15·8
Cardigan ...	63,467	32	75	107	2,234	5,871	8,105	72·97	12·7
Carmarthen .	130,566	66	100	166	6,313	14,428	20,741	75·50	15·8
Carnarvon	117,233	67	63	130	7,753	9,040	16,793	76·21	14·3
Denbigh ...	118,843	73	46	119	8,681	8,101	16,782	72·67	14·1
Flint ...	77,277	85	13	98	9,706	2,245	11,951	75·20	15·4
Glamorgan..	467,954	102	212	314	15,880	73,219	89,099	78·16	19·0
Merioneth...	49,212	28	50	78	1,626	5,724	7,350	76·12	14·9
Montgomery	58,003	65	28	93	4,760	2,413	7,173	74·17	12·3
Pembroke...	88,296	70	57	127	5,922	6,301	12,223	71·90	13·8
Radnor ...	21,791	41	10	51	2,444	431	2,875	74·05	13·1

Notes.

IT is with extreme regret that we announce the intention of Sir Joseph Ewart to retire from the Executive Committee of the Association of School Boards at the ensuing election. For many years a leading member of the Brighton School Board his services to education singled him out for selection by the Executive, when he was appointed to fill a vacancy some years ago. His subsequent election by the votes of the Boards in Association was evidence of the value placed upon his services. By his retirement Sir Joseph's colleagues on the Executive lose the benefit of the advice and experience of one who has been always ready to help forward the work of the Association.

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In answer to Sir U. Kay Shuttleworth in the House of Commons on the 28th of last month, Sir John Gorst stated that the Government intended to legislate on the subject of feeble-minded and defective children, and that a Bill was in course of preparation. It will doubtless be remembered by our readers that we foretold the intention of the Government in this respect in the March number of *The School Board Gazette*. We hope that the Bill will be introduced this session. The necessity for proper provision for the education of feeble-minded and defective children is admitted by everyone, and in the "Elementary Education (Blind and Deaf Children) Act, 1893," the Government have an example of the lines on which the proposed legislation should proceed.

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It is to be regretted that the Manchester Corporation have not been successful in their efforts to obtain legislation dealing with the regulation of street hawking by children. The reason given by the Parliamentary Committee for their refusal to grant the application was that it is desirable to have experience of the working of the Liverpool legislation before similar powers are granted to other places. We understand that the Corporation intend to try again next year to obtain such powers in this respect as were granted to the Liverpool City Council in the last session of Parliament.

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The Evening Continuation School Code, 1899, just issued, contains no alteration of note. There is no change in the regulation respecting the admission of day scholars in evening schools (Article 8) and the 17s. 6d. limitation of grant has not been withdrawn, as no legislation has been promoted by the Government to remove it. "Commercial Correspondence and Office Routine" has been added to the list of subjects for which grants may be made, and grants may be made for Typewriting if the machines are used for writing out the themes in the subject of Writing and Composition, or for the transcription of notes in Shorthand. It would be well for a further effort to be made to secure an amendment of the rule with regard to the admission of day scholars before the Code becomes law.

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This number of *The Gazette* contains an analysis of the latest education returns issued by the Education Department. Out of a total annual grant of £4,556,721 earned by public elementary schools in England and Wales for the year ended 31st August, 1898, £2,107,372 was earned by board schools. In evening schools a total grant of £205,588 was earned, and £131,106 of this by board schools. Of the 5,601,249 children on the books of all the schools, 2,542,524 are in board schools. The return also shows that there has been a falling off in the subscriptions of the supporters of voluntary schools since the Voluntary Schools Act, 1897, was passed. The amount of the diminution in the year ended 31st August, 1898, as compared with the previous year, was £46,961 in Church of England Schools, £21,174 in Roman Catholic Schools, £2,607 in Wesleyan Schools, and £7,185 in British and other undenominational Schools; making a total decrease in voluntary schools of £77,927.

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At the Annual Meeting of the Association, which takes place on the 16th and 17th May, at St. Martin's Town Hall, the accredited representatives of the School Boards will have before them for consideration a large amount of important business. The year's work of the Executive Committee has been of unusual variety and importance. The operations of the year are fully dealt with in the Annual Report, which appears in our present issue.

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There has been a most satisfactory accession in the number of Boards in Association, an increase during the year of thirty-nine Boards, and the population represented in the districts of the Boards in Association is 14,600,000, out of 20,000,000 in School Board districts. This increase in numbers has been continuous since the Association obtained statutory powers, making the subscriptions to the Association and the expenses of representatives a legal charge. The Association of School Boards is the most important body of its kind in the Kingdom; indeed, in its representative character it may fairly claim a wholly exceptional position in connection with the administration of education.

A very wide portion of the field of School Board Administration is covered by the recommendations of the Executive Committee and the notices of motion coming up for consideration at the Annual Meeting. Not the least important is the full report prepared by the Executive Committee on the recommendations of the recent Departmental Committee on the Pupil Teacher System.

The criticisms of the Executive Committee claim the most careful attention of School Boards as the recommendations of the Departmental Committee, if embodied in the Code, would in many directions seriously affect the whole system of pupil teachers and the instruction provided at the Centres.

One of the recommendations of the Executive Committee deals with the support of the Association to the Bill for the amendment of "The Summary Jurisdiction Act, 1879," introduced into Parliament by Sir Andrew Scoble, Sir Edward Clarke, and others. One of the main objects of this Bill is to make the law uniform with reference to the recovery of penalties inflicted by the magistrates. This is a matter which is of considerable interest to School Boards in connection with the enforcement of the law dealing with school attendance. Referring to the whole question of police-court procedure it is a fact that arbitrary conditions still exist whereby some penalties are exacted without the necessity of a previous distress, whilst in others the levying of a distress is a preliminary condition to the imposition of an alternative. Immediate imprisonment, or the certainty of imprisonment on a fixed day, is usually found sufficient to enforce payment if a defendant has money or money's worth to provide the penalty. The proposed abolition of distress would get rid of anomalies, simplify procedure, and frequently save expense to accused persons. These are the words of the memorandum on the face of the Bill, and the objects will fully justify the

Association in again petitioning the House of Commons in favour of the proposed amendment of the law.

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We have been favoured with some particulars regarding the means by which a very representative Committee, with Sir George Kekewich as Chairman, hope to collect materials for an important Exhibition illustrative of public education in this country. Preliminary Exhibitions are to be held in London, Edinburgh, and Cardiff, the first two in January. The Welsh Educational Exhibition will be held at Cardiff in July. From these Exhibitions the Royal Commissioners will select Exhibits for the Paris Exhibition next year.

Annual Meeting of the Association of School Boards.

ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE ASSOCIATION OF SCHOOL BOARDS, 1898-1899.

THE Executive Committee have the honour to submit their Annual Report and audited Balance Sheet, in accordance with the rules.

The Executive Committee have held twelve meetings during the year, compared with seven meetings held in the previous year. Four of the meetings have been held in London, three in Leeds, one in Liverpool, and four in Manchester.

There has been a great increase in the work of the Committee, and the past year has been one of considerable importance in the history of the Association.

In order to deal more promptly with the increasing business, the Executive Committee decided in the Autumn of last year to hold monthly meetings; these meetings are ordinarily held on the third Friday of each month.

The following is a copy of the return of the attendances of members, forwarded to the Boards in Association with the voting papers for the next Election :—

RETURN OF ATTENDANCES, 1898-9.

NAMES.	Attendances.
Maclure, The Very Rev. E. C., *President* ...	10
Cockburn, G. J., *Vice-President*	11
Stanley, The Hon. E. L., *Vice-President*... ...	4
Woodward, J. Henry, *Vice-President*	6
Anthony, Rev. Professor F. E. (*Elected June 10th*, 1898)	3
Baines, Alex.	9
Bemrose, W.	7
Broadfield, E. J. (*Resigned June 10th*, 1898) ...	1
Bruce, Rev. Dr.	9
Claridge, W.	9
Ewart, Sir Joseph	6
Lester, Rev. Canon Major...	11
Mander, S. Theo.	6
Moore-Ede, Rev. Canon W.	8
Moss, J. F.	10

Names.	Attendances.
O'Donoghue, D. J.	11
Packer, W.	11
Reay, The Rt. Hon. Lord...	1
Roe, Sir Thomas	5
Scott, Rev. Canon	3
Hance, E. M., *Hon. Treas.*...	10
Wyatt, C. H., *Hon. Sec.*	11

Total Meetings, 12. Meetings of Sub-Committees not included.

There has been one change in the Membership of the Committee during the year, Mr. E. J. Broadfield having resigned his seat immediately after the date of the Annual Meeting of the Association; the resignation was accepted with regret, and the vacancy was subsequently filled, under Rule 8, by the appointment of the Rev. Professor Anthony, Chairman of the Plymouth School Board.

The following matters have been dealt with by the Executive Committee during the year :—

Local Authorities for Secondary Education.—On the 7th November last, a Conference took place at Manchester, between the Members of the Executive Committee and Representatives of the County Councils Association and Representatives of County Boroughs, relative to the constitution of Local Authorities for Secondary Education, the object of such Conference being to endeavour to come to an agreement between the various Authorities now dealing with the administration of public Education, with the view of making a joint representation to the Government as to the constitution of Local Authorities for Secondary Education. The outcome of the Conference relative to the constitution of such Local Authorities in County Boroughs having School Boards was set forth in the following resolution reported to, and adopted by, the Special Meeting of the Association held in London on December 16th, 1898 :—

Local Authorities for Secondary Education in County Boroughs having School Boards.

"That, provided the School Board for the County of "London and the School Boards in the County Boroughs "have one-third of the total membership of the proposed "Secondary Education Boards, and that these Secondary "Education Boards are independent of any external local "authority in their administration, the Association of School "Boards is willing that the County Councils of Boroughs "shall have one-half the representation."

At the same Meeting of the Association, the following Resolution relating to the Local Authorities for Secondary Education in the Administrative Counties was passed:—

Local Authorities for Secondary Education in Administrative Counties.

"That, in Administrative Counties, the County Councils "shall nominate a majority of the members of the Local "Authority for Secondary Education, and that of the remainder "a portion up to one-third of the whole be allocated to the "School Boards in the county. The Education Department "shall determine how many members shall be allotted to "the School Boards, and, in doing so, shall have regard to "the proportion the population under School Boards bears "to the whole population, and shall determine how, if "necessary, School Boards shall be grouped for the purpose "of electing representatives. Provided always that the "Education Department may, on application, constitute a "separate local authority for any part of an Administrative "County if they are satisfied that such area has separate "educational interests, or that it is otherwise desirable. And "that the Association of County Councils be asked to co-"operate with the Executive in waiting upon the Lord "President of the Council for the purpose of representing "to him the desirableness of so extending the scope of the "Board of Education Bill as to include proposals for the "creation of local authorities for Secondary Education on "the basis of the foregoing resolutions."

The first Resolution was subsequently confirmed by the County Boroughs Association, subject to the following modification:—

"*A majority by the Council of the County Borough;* "one-third by the School Board, and the remainder to be "co-opted by those already chosen."

A recommendation of the Executive Committee, relative to this modification, is included in the business on the agenda paper for the Annual Meeting of the Association.

The County Councils Association (dealing with the administrative areas) refused to accept the proposals of the Association of School Boards, and in a letter dated January 28th, 1899, intimated the same in the terms of the following resolution:—

Resolution passed at the Meeting of the Executive Council of County Councils Association, January 25th, 1899:—

"That the proposal of the Association of School Boards

"be not approved. That this Council, while thinking it "desirable that the new Local Authorities for Secondary "Education in Administrative Counties should include "members of the governing bodies of Elementary Schools "(both Board Schools and Voluntary Schools), consider "that this will be better secured by a power of co-optation "exercised as is recommended in paragraph 36 of the "Report of the Royal Commission on Secondary Educa- "tion, than by giving any right of separate representation "on the new authorities to School Boards, which represent "parts only of the Administrative County."

It will thus be seen that in the case of the Administrative Areas of County Councils the efforts of the Association to secure a settlement have failed. It is worthy of note that at a meeting of the Association of Municipal Corporations, held in London on March 25th last, the Non-County Boroughs refused to accept the proposal of their Council that for the purposes of the administration of Secondary Education the Non-County Boroughs should be merged in the Administrative Areas, and the recommendation was referred back for further consideration.

Science and Art Directory.—Clause VII.—The Executive Committee have been unremitting in their efforts to carry into effect the resolutions of the Association with regard to the operations of Clause VII. A Memorial from the Association was presented to the House of Commons by the Right Honourable James Bryce, M.P., on July 19th, 1898, and similar Memorials were presented by various School Boards during the last Session of Parliament. The objections of the Association to the operations of the clause were further dealt with in a Memorandum issued by the Executive Committee on 10th November, 1898. The Executive Committee have also rendered assistance to the School Boards for Brighton, Burnley, and other places in their efforts to obtain proper recognition on the Local Authorities appointed under the clause.

Board of Education Bill.—In introducing the Board of Education Bill to the House of Lords on August 1st, 1898, the Duke of Devonshire made certain statements with regard to the powers of School Boards to carry on Evening Continuation Schools, and to give instruction in subjects of Science and Art. These statements were so serious that the Executive Committee thought it necessary to issue a Memorandum setting forth the true position of School Boards with regard to these matters, and also dealing with the details of the Bill. This Memorandum,

issued on November 10th, 1898, was laid before a Special Meeting of the Association held on December 16th, 1898, and adopted, and the document has since been extensively distributed among Members of Parliament and others interested in the question of the administration of public education.

Evening School Code, Article 8.—The views of the Association relative to the attendance of day scholars in Evening Schools, as expressed in the resolution passed at the last Annual Meeting, have been laid before the Education Department.

Evening Continuation Schools.—Limitation of Grant.—The Executive Committee have continued their efforts to bring about the withdrawal of the 17s. 6d. limit, but so far without success.

Additional Fee Grant, Article 101* of the Code.—In accordance with the terms of the resolution on this subject passed at the last Annual Meeting, the Education Department have been memorialised to so amend the Elementary Education Act, 1891, that additional fee grant may be legally payable under Article 101* of the Code. The reply of the Department was to the effect that as the amount of fee grant which can be paid to any School is fixed by Statute (Elementary Education Act, 1891), it would require Statutory Authority to give effect to the prayer of the Memorial. The Department further pointed out that the fee grant was intended to take the place of School fees, and that in the case of children excluded from school attendance no school fees would have been paid.

Specific Subjects : Article 101 (*f*) of the Code.—The Executive Committee have pleasure in reporting that their representations with regard to specific subjects have been successful, and that the clause which limited the hours of instruction in specific subjects to 60 per annum has been removed from the Code of 1899.

Grants for Drawing under Article 101 (*c*) (1).—The Executive Committee having petitioned the Education Department to allow payment of grant for Drawing under Article 101 (*c*) (1) on the average attendance of girls in Junior Mixed Schools, have pleasure in stating that their representations have been attended with success.

Local Financial Responsibility. — The question of additional grants in aid of the heavy financial responsibilities incurred by School Boards in carrying out the provisions of "The Elementary Education (Blind and Deaf Children) Act, 1893," and "The Industrial Schools Acts," and in providing for the education of mentally deficient children, has received the most careful

consideration at the hands of the Executive Committee. Copies of a Memorial addressed to the Privy Council on Education by the School Board for London were distributed to the Boards in Association and adopted by many Boards. A similar Memorial praying for increased grants was drawn up by the Executive Committee and forwarded to the Education Department.

The Departmental Committee on the Pupil Teacher System.—Training Colleges.—The recommendations of the Departmental Committee appointed by the Education Department to "inquire into the working of the Pupil Teacher System" have received the serious consideration of the Executive Committee. An important Report will be found in Schedule A, and the Executive Committee advise the adoption by the Association of the recommendations therein contained. The question of Training College accommodation has also received careful consideration, and a recommendation is contained in the Report in Schedule A.

Summary Jurisdiction Act, 1879.—A Bill for the amendment of the Summary Jurisdiction Act, 1879, was introduced into Parliament last Session. If the Bill had become law the enforcement of penalties inflicted by a Court of Summary Jurisdiction would have been greatly facilitated. The Association, therefore, presented a Memorial to the House of Commons in favour of the Bill. The Bill was afterwards withdrawn. It is again before Parliament, however, and the Executive Committee have placed on the Agenda paper a recommendation to the Association to send another Memorial to the House of Commons in favour of the Bill.

Children of Vagrants.—Representations have been made to the Executive Committee relative to proposed new legislation for the reclamation of Children of Vagrants. The Executive Committee have placed upon the Agenda paper a recommendation to the Association that, provided the cost of dealing with such reclaimed children is made an Imperial charge and does not fall upon the locality, the Association give their support to the proposed Bill.

Higher Grade Schools, Scotch Education Code.—On the 19th August last the Scotch Education Department issued a circular containing proposals for the recognition of Higher Grade Schools. These proposals have been practically embodied in the Scotch Code for 1899, and for the first time the Higher Grade Schools are specifically recognised in a Code.

"The School Board Gazette."—In accordance with the resolution of the Association, passed at the Special Meeting in

December last, *The School Board Gazette*, the official organ of the Association, has been issued each month, and has received encouraging support from School Boards in the Association. As a means of communication between the Executive Committee and the Boards in Association, as a channel for the diffusion of information, and as an advocate of the claims and powers of School Boards, *The Gazette* has undoubtedly proved itself of great value. The Executive Committee earnestly urge all School Boards, in their own interests, to become subscribers to *The Gazette*.

Elementary Education Act, 1893.—Blind and Deaf Children.—Representations have been addressed to the Executive Committee relative to the desirability of legislation for the amendment of this Act, in order that children who are dumb only may be included within its scope. The Executive Committee have placed upon the agenda paper a recommendation to the Association to approve of the proposal.

Street Hawking by Children.—In accordance with the resolutions of the Association, measures have been taken to support the obtaining of legislation dealing with the regulation of street hawking by children, and it is satisfactory in connection with this important matter to note that the Liverpool City Council obtained such powers in the last Session of Parliament. The Manchester City Council are also promoting a Bill having the same object.

Half-Timers.—A Petition to the House of Commons and Memorials to Her Majesty's Ministers have been presented by the Executive Committee in support of Mr. Robson's Bill for raising the age of half-timers from 11 to 12 years.

Miscellaneous.—The other matters which have engaged the attention of the Executive Committee, and upon which the views of the Association have been conveyed to the Central Authorities, are :—

(*a*) The teaching of Commercial Subjects in the upper standards and in Higher Grade Schools.

(*b*) Increased Grants for Standard I. children when taught in Infants' Schools.

(*c*) Detention of children prior to committal to Industrial Schools.

(*d*) Service of teachers in Schools of Science.

Rules of the Association.—The Executive Committee have placed upon the Agenda paper a recommendation that the following words be added to Rule II., Objects :—

"1. (*e*) The primary object of the Association is to uphold and to preserve the powers conferred on School Boards by Act of Parliament."

Boards in Association.—The Executive Committee have pleasure in reporting a considerable increase in the number of Boards in the Association. The number of associated Boards at the last Annual Meeting was 250; at the present time it is 289, representing a population of about 14,600,000 out of 20,000,000 in School Board Districts in England and Wales.

Balance Sheet.—An audited Balance Sheet of the income and expenditure of the Association for the year ended December 31st, 1898, is appended to this Report (Schedule B).

EDWARD C. MACLURE, D.D., *President.*
C. H. WYATT, *Honorary Secretary.*

28*th April*, 1899.

NOTE.—Schedule A (referred to in the foregoing report) will be found in the April issue of *The School Board Gazette*.

SCHEDULE B.

EDWARD M. HANCE, ESQ., IN ACCOUNT WITH THE ASSOCIATION OF SCHOOL BOARDS.
From 1st January, 1898, to 31st December, 1898.

Dr.

	£	s.	d.	£	s.	d.
To Balance in hand, 31st December, 1897, viz:—						
For previous years	129	4	9			
On account of 1898	74	11	0			
				203	15	9
„ Subscriptions for 1898, viz:—						
1 at £0 10 6	0	10	6			
187 at £1 1 0	196	7	0			
19 at £2 2 0	39	18	0			
				236	15	6
„ Subscriptions for 1899, viz:—						
14 at £0 10 6	7	7	0			
75 at £1 1 0	78	15	0			
13 at £2 2 0	27	6	0			
12 at £3 3 0	37	16	0			
				151	4	0
				£591	15	3

Cr.

	£	s.	d.
By Printing.....	41	16	3
„ Stationery.....	20	6	4
„ Publications	3	6	9
„ Executive Committee:—			
Meetings £99 13 8			
Deputations 9 12 10			
	109	6	6
„ Hire of Rooms	19	19	0
„ Advertising	2	3	9
„ Postage.....	21	5	7
„ Legal Charges	23	19	5
„ Hon. Secretary's expenses, viz:—			
Postages, &c.	22	3	4
„ Hon Treasurer's expenses, viz:—			
Postages, &c.....	2	12	0
„ Advance to the Hon. Secretary for Expenses, as per Resolution	50	0	0
	£316	18	11
„ Balance in hand, Dec. 31st, 1898:—			
For previous years..... £123 12 4			
On Account of 1899... 151 4 0			
	274	16	4
	£591	15	3

April 28, 1898.

Examined and found correct,
JAMES S. WALKER.

Business for Annual Meeting.

Recommendations of Executive Committee:

(*a*) *Local Authorities for Secondary Education in County Boroughs having School Boards.*

The Executive Committee recommend the Association to agree to the Councils of County Boroughs nominating a bare majority of the proposed Local Authorities for Secondary Education provided the Conference of County Boroughs undertake to support the claim of the School Boards to one-third of the representation.

(*b*) *Pupil Teachers.*

The adoption of the Report on Pupil Teachers.

(*c*) *Summary Jurisdiction Act*, 1879.

That a Petition be presented to the House of Commons similar in terms to the petition presented last year, in support of the Bill for the amendment of this Act.

(*d*) *Children of Vagrants.*

That provided the cost of dealing with the children of vagrants is made an Imperial charge, the Association are willing to support the proposals for legislation.

(*e*) "*Elementary Education* (*Blind and Deaf Children*) *Act*, 1893."

That the Association approve of legislation having for its object the inclusion of children who are dumb only, under the terms of the Act.

(*f*) *Rules of the Association.*

That the following words be added to Rule II. (*c*):—"The primary object of the Association is to uphold and preserve the powers conferred on School Boards by Act of Parliament."

(*g*) *Balance Sheet* (see page 355).

Notices of Motion.

Group I.

1. That in the opinion of this Conference the maintenance and education of blind, and also deaf and dumb children, should be a national and not a local charge, and that Institutions for the reception of such children should be entirely under public control, and a place therein should be assured to every child afflicted as above.—*West Bromwich School Board.*

2. That the maintenance of Blind and Deaf Children under the Act of 56 and 57 Vict. imposes an excessive burden upon Rural School Boards. That the Executive be instructed to approach the Education Department with the view of obtaining

relief for such Boards by making Rural District Councils or County Councils the School Authority for the purposes of the Act. —*Tollington School Board.*

3. That it is desirable to petition Parliament with a view of obtaining powers for School Boards to contribute towards the maintenance and education of children of weak intellect in institutions for that purpose.—*Coventry School Board.*

4. (*a*) That the method of electing Members to School Boards by cumulative vote is unsatisfactory as rendering possible the return of unfit persons, is harmful as creating needless divisions, and is unconstitutional inasmuch as the Members are not elected by a majority of the Voters, and as a consequence of these defects School Boards do not command the proper regard of Parliament and the Nation at large.

(*b*) That any change in the manner of electing School Boards should be based on that employed in Municipal Elections.

—*Worcester School Board.*

5. That in the opinion of this Association the rating of Board Schools (while Voluntary Schools are exempt) is unjust and inequitable, as it acts detrimentally to those districts whose School Boards carry out fully and efficiently the work connected with public education, and further, that it is calculated to lower the Special Aid Grant by giving a fictitious value to property within many School Board Districts.—*Tottenham School Board.*

6. That in the opinion of the Association, all School Board Buildings should be exempt from Rates.—*Mitcham School Board.*

7. That this Association learns with grave concern of the new departure in the policy of the Education Department with respect to the Higher Grade Schools and Schools of Science attached thereto in the following particulars :—

(*a*) In refusing to sanction loans for the necessary extensions and alterations in the Laboratories and Premises which have been erected by loans contracted with their sanction and approval.

(*b*) In requiring that the Staffs and Accounts of these two classes of Schools shall be kept so separate and distinct from each other as to prevent the utilisation to the fullest extent of the services which the teachers are able to render to the education of the scholars.

That this Association is of opinion that this new departure, which threatens to render nugatory the labour and heavy expenditure which the great School Boards of the country have been

engaged in for some years under the direct encouragement of the Department, partakes of the character of a breach of faith with such Local Authorities, and will prove highly injurious to the educational welfare of the poorer classes of children, which depend almost entirely on the schools affected; and that the Executive be and is hereby instructed to use all the means in their power to induce the Government to alter the recent practice of the Department in this respect.—*Hull School Board.*

8. That it is advisable that all School Boards should have an opportunity of being represented at Conferences of the School Boards' Association by at least two Delegates; and that the Association's rules as to representation be amended to give effect to this Resolution.—*Northborough (U.D.) School Board.*

9. That it be an instruction to the Executive Committee to prepare and submit for the consideration of the Association a scheme whereby England and Wales shall be divided into electoral districts from which the Representatives of the Associated Boards on the Executive Committee shall be elected in equitable proportions.—*Swansea (U.D.) School Board.*

10. The substitution of the figures 30,000 for 50,000 appearing under Rules III. and IV.—*Burslem School Board.*

11. That having regard to the exemption allowed by the Vaccination Act, 1898, in favour of persons having conscientious objections to vaccination, this Association is of opinion that the requirement of the Education Department that teachers must have been vaccinated in order to be recognised as part of the school staff, should be relaxed in cases where a conscientious objection exists on the part of the teacher or his or her parent or guardian; and that a copy of this Resolution be sent to the Education Department.—*Belper School Board.*

12. That as the Queen's Scholarship Examination is held about the middle of December in each year, and as the results are not made known until the last week in March of the following year, the Association be asked to bring pressure to bear on the Education Department to publish the results within six weeks of the examination in order that the Pupil Teachers may be appointed under Article 50, as early as possible, and the schools properly re-staffed.—*Crook and Billy Row (U.D.) School Board.*

13. That in view of the large number of juvenile tramps, who, by reason of their nomadic habits, are practically outside the scope of the existing Education and Industrial Schools Acts,

and are growing up in ignorance and vice, this Association of School Boards hereby instructs its Executive Committee to memorialise the Secretary of State for the Home Department to promote such legislation as shall enable Local Authorities to promptly and effectually deal with the children of tramps. Further, that the Executive Committee be empowered to petition Parliament in favour of any Bill that may be introduced which, in the opinion of the Executive, would be likely to attain the object in view.—*Bristol School Board.*

14. That this Association re-affirms its resolution of May, 1897, "That as considerable inconvenience is caused to Managers of Public Elementary Schools by the present system of payment of the Annual Grant in one sum, it is desirable that steps should be taken to endeavour to induce the Education Department to pay the Grant in Quarterly instalments, as in the case of the fee grants."—*Workington School Board.*

GROUP 2.

15. That the Executive Committee be requested to approach the Education Department with the object

(*a*) Of securing the insertion of the word "a" in the place of "the" in the 3rd line of Art. 1 of the Form of Memorandum of Agreement (Art. 36) for a Board School, and of thus rendering it unnecessary to execute a new Memorandum of Agreement whenever a Pupil Teacher is transferred from one School to another under the same Board.

(*b*) Of securing the insertion of the following words (or words to the like effect) immediately following the word "School" in line 3 of Art. 63, viz.: "or, where two or more Schools are under the same management, in one or more of such Schools," and thus enabling Teachers to obtain their Parchment Certificates after eighteen months' service in any *School* or *Schools* under the *same* management.—*Newcastle-upon-Tyne School Board.*

16. That the Executive Committee be requested to prepare and forward to the Education Department, on behalf of the Association, a Memorial, drawing attention to the excessive labour imposed upon many young children attending school full time and at work out of school hours, as shown by the returns sent to the Department in response to their Lordships' circular letter (No. 415) of June last, urging that such employment

unless carefully guarded is likely, as the Department will admit, to endanger the health of the children, and to injure substantially the general education of the people: and praying that the Department will arrange as speedily as possible for a measure to be brought before Parliament dealing with the serious evil that has been disclosed.—*Hornsey School Board.*

English Education Exhibition, 1900.

COMMITTEE: *Chairman*, Sir George Kekewich, K.C.B.; *Vice-Chairman*, Dr. William Garnett; Rev. Dr. H. Adler, Principal Bodington, G. Brown, Esq., The Rev. J. S. Brownrigg, J. Easterbrook, Esq., H. W. Eve, Esq., Sir Joshua Fitch, H. T. Gerrans, Esq., The Rev. Principal Gurney, Miss Hitchcock, W. M. Hunnybun, Esq., A. F. Leach, Esq., Sir Philip Magnus, J. F. Moss, Esq., J. H. Nicholas, Esq., Sir Owen Roberts, G. G. Robinson, Esq., Mrs. Henry Sidgwick, R. Waddington, Esq., Graham Wallas, Esq., The Rev. Dr. Waller, Principal Withers, R. T. Wright, Esq.

On the 8th June, 1898, a Meeting of Members of all the principal bodies in England connected with Primary, Secondary, Technical and University Education was held at the Foreign Office. The Meeting was convened by the Education Sub-committee of the Royal Commission for the Paris Exhibition, 1900, for the purpose of securing the adequate representation of this country in the Educational Section of the Paris Exhibition; and the unanimous wish of the meeting was that an Education Exhibition should be held at the beginning of next year, both as preliminary to the Paris Exhibition, and also as likely to possess in itself a high educational value, and to be of great public interest. The Committee whose names appear above, were appointed by the meeting to organise the English Education Exhibition.

J. Fischer Williams, Esq., has been appointed Secretary, and temporary offices have been engaged at 7, New Square, Lincoln's Inn, W.C. The Executive Committee of the Association of School Boards has been invited to offer suggestions as to the best mode of selecting and collecting Exhibits so far as the work of School Boards is concerned, but it was thought wisest to avoid making any invidious distinctions and to simply afford assistance in the way of disseminating any information which may be useful.

The following statement is being issued in a document signed by Sir George Kekewich, and will give an idea of the scope of the proposal, while the Secretary will no doubt be happy to give further particulars if written to:—

Arrangements have now been made for holding the English Education Exhibition in London at the Imperial Institute from about the 4th to the 27th of January, 1900. It is hoped by

its means to represent the origin, growth and existing state of development of English Education in all its branches; to show what English Education, moral, mental, and physical, actually is, how it is given, where it is given, and how it came to be what it is; and to assist the solution of educational problems by enabling those who attend the Exhibition to compare the methods and apparatus used in different localities and schools of different grades. No such Exhibition has yet been attempted in this country.

Owing to the lack of any central authority having control over Education as a whole, the task of getting together a successful Exhibition of this kind is far more difficult here than in some other European countries. The success of the Exhibition must depend less on the efforts of the Central Committee than on the support of the educational bodies whose co-operation the Committee invite.

The Public Elementary Schools are a characteristic growth of the present century. They are intimately connected with the life of the great mass of the people. Their influence affects all classes of Society. The Committee feel, therefore, that the value of the Exhibition must largely depend on the representative character of the Exhibit from the Elementary Schools.

The following suggestions are made by the Committee :—

1. Each exhibit should be accompanied by a photograph, drawing or picture of the School Building from which it comes, with a plan of the main School Rooms.

2. Each exhibit should be accompanied by a statement, illustrated by a diagram or otherwise showing the numbers and organisation of the School; the percentage of attendance; the division into classes and standards; the time table; any distinctions that have been won; and any other information throwing light on the work of the School. This statement should, if possible, be framed in a simple style so as to be capable of display on a wall or screen, and should be arranged in the clearest and most effective manner possible. It should be lettered with the name of the School in black block letters. A convenient size would be that of the imperial sheet (30 ins. by 22 ins.). It is suggested that a time-table can be most rapidly understood when the spaces representing the hours given to particular subjects are coloured in a particular way, *e.g.*, mathematical times might be coloured blue, and so on.

3. Boards and Managers are also invited to exhibit :—

(*a*) Models of buildings, class rooms, and playgrounds.

(*b*) Any educational apparatus or device in use in, and specially characteristic of, their Schools.

(*c*) Specimen copies of exercise books worked by pupils; with the teachers' corrections.

(*d*) Manual or other work done for any competition or in the ordinary routine of the School.

(*e*) Photographs, drawings and pictures illustrating the life of the School, including games.

(*f*) Any other object which, in the opinion of the school authorities, is likely to be of interest or use in assisting a full understanding of the school work.

Except by special permission, no drawings or designs should exceed the size of an imperial sheet, and no other object exhibited should exceed 1 cubic foot in volume or be more than 2 feet 6 inches in its longest dimensions. Any piece of apparatus or furniture which is necessarily of larger dimensions should be shown as a model on a reduced scale. These limitations, however, do not apply to maps and diagrams mounted on rollers.

All exhibits will be insured against all risks from the time of leaving the School to the time of their return, and at the cost of the Exhibition. This Insurance, however, will not apply to exhibits forwarded on to Paris; for those exhibits arrangements will be made by the Education Committee of the Royal Commission for the Paris Exhibition.

Subject to considerations of space, Exhibitors will be at liberty to determine the character of their exhibit, but the Committee desire to call attention to the importance of Class 3 (*c*) of the exhibits above suggested, as illustrating the present condition of the School. Similar exercises were a great feature of the Educational Exhibits at the World's Fair at Chicago, and excited much interest among those qualified to pass a judgment upon them. These Exhibits will be shown in portfolios designed for the purpose, and are intended to be specimens of the ordinary, and therefore *not specially prepared* work of the School, and of the methods of written instruction. The names of the pupils and teachers may be erased or omitted, where it is desired to withhold them.

The Committee will need to be informed at an early date, and in any event, if possible, before the 15th of June next, as to the general nature of exhibits proposed to be submitted and the space required. When these answers have been received, the Committee hope to be able to allot space definitely. The cost of transport to and from the Imperial Institute will

be borne by Exhibitors, but all unpacking, installing and repacking will be done at the expense of the Committee.

The Education Sub-Committee of the Royal Commission for the Paris Exhibition will select, from the exhibits shown in London, as many as possible for the Exhibition at Paris. But as the space assigned for the British Educational Exhibit at Paris is extremely limited, it should be understood that only a small portion of the exhibits shown in London can be thus selected. The Sub-Committee will arrange for the removal of the selected exhibits from London to Paris and back, free of cost to the Exhibitors. Any Exhibitors who do not wish their exhibits to be regarded as eligible for transmission to Paris, should inform the Secretary to that effect when they send their exhibits to London.

Welsh Education Exhibition, 1899.

EXECUTIVE WELSH COMMITTEE :—*Chairman*—Isambard Owen, Esq., M.A., M.D., Senior Deputy Chancellor of the University of Wales; Principal Ll. J. M. Bebb, M.A., The Hon. W. N. Bruce, Prof. R. M. Burrows, M.A., Mrs. Cadwaladr Davies, Miss A. M. Dobell, *Thomas E. Ellis, Esq., M.P., J. J. Findlay, Esq., M.A, Ph.D., A. C. Humphries-Owen, Esq., M.P., Tom John, Esq., D. Brynmor Jones, Esq., Q.C., M.P., Mrs. J. Viriamu Jones, Principal J. Viriamu Jones, M.A., F.R.S., R. W. Jones, Esq., B.A., The Hon. George T. Kenyon, A. G. Legard, Esq., M.A., William Lewis, Esq., B.A., Owen Owen, Esq., M.A., Principal H. R. Reichel, M.A., Principal J. Rhys, M.A., T. H. Riches, Esq., C.E., Principal T. F. Roberts, M.A., Miss A. T. Robinson, Lady Verney, Miss Hannah Williams. *Hon. Sec.* :—A. Taylor, Esq. *Joint Assistant Secretaries* :—J. W. Hall, Esq., B.A., H. Price, Esq., M.A.

Cardiff Educational Exhibition.

EXECUTIVE COMMITTEE :—John Ballinger, Esq., Professor R. M. Burrows, M.A., Miss A. M. Dobell, J. J. Findlay, Esq., M.A., Ph.D., Tom John, Esq., Mrs. J. Viriamu Jones, Principal J. Viriamu Jones, M.A., F.R.S., R. W. Jones, Esq., B.A., A. G. Legard, Esq., M.A., William Lewis, Esq., B.A., W. Lloyd Edwards, Esq., M.D., Owen Owen, Esq., M.A., Principal H. R. Reichel, M.A., T. Hurry Riches, Esq., C.E., Principal T. F. Roberts, M.A., J. H. Roberts, Esq., Miss Hannah Williams, James Waugh, Esq., M.A. *Hon. Sec.* :—A. Taylor, Esq. *Hon. Treasurer* :—T. Hurry Riches, Esq. *Joint Assistant Secretaries* :—J. W. Hall, Esq., B.A., H. Price, Esq., M.A.

All communications to be addressed to A. Taylor, Esq. (Hon. Secretary), Technical Schools, Dumfries Place, Cardiff.

Welsh Educational Exhibition to be Held at Cardiff in July, 1899.

The Authorities of the Paris Exhibition of 1900 have set apart a considerable space for the Education Section, and have arranged that in one building the Educational exhibits from

* The Committee has sustained a grievous loss in the lamented death of Mr. T. E. Ellis, M.P., who had from the beginning extended to the project of the Welsh Educational Exhibition his cordial sympathy and support.

all the chief countries of the world shall be shown side by side. The exhibits from England, Scotland, Ireland and Wales will occupy separate portions of the space allotted to the United Kingdom. The unique position of Education in Wales, with its perfect gradation from the Infants' School to the University, should be made a strong feature of the Welsh Exhibit.

The Education Committee of the Royal Commission has arranged that a preliminary Educational Exhibition be held at Cardiff, in July, 1899, from which selections will be made for the Welsh Education Exhibit at Paris.

In order to render this Scheme a success and to make the Exhibition worthy of the Principality, it is desirable that all persons in Wales who are interested in Education should co-operate with zeal and enthusiasm.

Similar Exhibitions will be held in London and Edinburgh next January, and it is hoped that the Cardiff Exhibition, although held six months earlier, may challenge comparison with these, both in the number and the quality of its exhibits. With this aim in view, all members of the teaching profession in Wales are cordially invited to assist the Committee by sending to Cardiff apparatus for teaching, and it is especially desired that such apparatus should come, not only from town schools, but also from schools in the rural parts of Wales. Pupil teachers in Elementary Schools should also be encouraged to compete for the Prizes offered by the Committee.

It is requested that notice of the intention to send apparatus and other exhibits for the Exhibition shall reach the Honorary Secretary not later than June 1st, 1899, when proper Entry Forms will be supplied.

EDUCATIONAL EXHIBITION TO BE HELD AT CARDIFF IN CONNECTION WITH THE NATIONAL EISTEDDFOD OF JULY, 1899, IN PREPARATION FOR THE WELSH EDUCATIONAL EXHIBIT AT THE PARIS EXHIBITION OF 1900.

(*In this scheme Wales includes Monmouthshire.*)

The Exhibition to open on Saturday, July 15th, 1899, and to remain open until August 5th, 1899.

To be held at the College Buildings, Dumfries Place.

A charge of sixpence to be made for admission, and 2/6 for Season Tickets. Parties of school children, accompanied by teachers, will be admitted free on application to the Hon. Secretary.

Arrangements to be made for a Conference of Teachers of all grades on certain educational subjects selected by the Committee after consultation with the various educational organisations of the Principality. Three meetings of the Conference to be held—on Friday evening, July 21st, and on Saturday morning and afternoon, July 22nd.

The Exhibition to be in two Sections :—

(1) A TRADE EXHIBITION open to Educational Publishers, Manufacturers of Educational Apparatus, and School Architects. Permission to exhibit in this Section shall be under the control of the Committee, who shall charge for space occupied according to a fixed scale.

(2) A NON-TRADE EXHIBITION, formed with a view to the preparation of the Welsh Educational Exhibit at Paris in 1900. The Exhibits in this Section will be divided into different groups, to be kept separate from each other in the Exhibition buildings.

GROUP A.—Exhibits of the University of Wales and its constituent Colleges, and of other Colleges and places of higher education in Wales.

GROUP B.—Exhibits of Schools established under the Welsh Intermediate Education Act, of the other Endowed Schools of Wales, and of Proprietary and Private Schools in Wales.

GROUP C.—Exhibits of Technical Schools (including Training Schools of the Domestic Arts) and of Schools of Art and Music.

GROUP D.—Exhibits of Higher Grade Schools, of Organised Science Schools, and of Classes under the Science and Art Department.

GROUP E.—Exhibits of Normal Training Colleges and Day Training Departments of the University Colleges in Wales, of Pupil Teacher Schools, of Public Elementary Schools, and of Evening Continuation Schools.

GROUP F.—Exhibits of Schools for the Blind, the Deaf and Dumb, and the Mentally Deficient.

GROUP G.—Exhibits of Popular Educational Movements, the National, Provincial, and Local Eisteddfodau, the Sunday Schools, Literary Societies, Cymanfaoedd, Public Libraries and Museums.

Each Group will comprise the following different classes of Exhibits :—

CLASS 1.—HISTORICAL AND STATISTICAL INFORMATION. *e.g.*:—
Maps and Curve Diagrams to illustrate the progress and

development of Education in its respective branches in Wales; Maps shewing Boundaries of School Board Areas; Maps shewing Boundaries of School Districts (Welsh Intermediate Schools); Maps shewing Delimitation of Welsh and English-speaking Districts; Diagrams illustrating the Number of Scholars passing from Primary to Intermediate Schools, and from Intermediate Schools to Universities; Diagrams shewing the Percentage of Children Annually Leaving School in certain selected areas, and the Average Attendance in these areas at Evening Continuation Schools and Technical Classes; Printed Records, Charters, Reports, and similar Educational Documents.

CLASS 2.—PICTORIAL ILLUSTRATIONS. *e.g.*:—

Plans and Photographs of Educational Buildings (exterior and interior); Photographs of Scholars at Work and at Play; Photographs shewing the Welsh Sunday School in Operation, and Photographs of Eisteddfodau; Original Portraits, Engravings, Busts, Medallions, &c., of prominent Welsh Educationalists of the Past.

CLASS 3.—ADMINISTRATION AND ORGANISATION. *e.g.*:—

Schemes of Technical Instruction Committees in the Counties and County Boroughs of Wales. Regulations of County Governing bodies as to Scholarships and the like. Regulations of the Education Department Code specially applicable to Schools in Wales.

Schemes of Work, Timetables, Regulations as to Infectious Diseases, Regulations as to Attendance, Rules of College and School Voluntary Societies and Clubs, &c., &c., Organisation of School Games.

CLASS 4.—WORK DONE BY PUPILS. *e.g.*:—

Drawings, Modelling, Painting and other work from Schools of Art, Exercise Books, Laboratory Note Books, Drawing Books, Mapping Books, Worked Examination Papers or Books, Specimens of Needlework, Manual Work (Joinery, Slojd, Clay-modelling, &c.), Kindergarten Work.

N.B.—It is the wish of the Committee that ordinary everyday work and not work specially prepared for exhibition should be shown, and on this ground it is desirable that the exhibits of this class should be

of work done at some time prior to the Easter Holidays, 1899.

CLASS 5.—PHYSICAL TRAINING. *e.g.*:—

Gymnastic Apparatus; Articles used in School Games; Models of arrangement of Players at Football, Hockey, and Cricket; Models of School Swimming Baths, &c.; Appliances for ascertaining the physical condition of pupils and forms for recording observations; School hygiene; Construction, warming, and ventilation of School Buildings.

CLASS 6.—APPARATUS FOR TEACHING.

See Appendix A.

APPENDIX A.

Certificates of Merit will be awarded by the Welsh Committee to any hand-made Apparatus for Teaching which is considered deserving, and which is the *bonâ fide* work of any Teacher in a School or College in Wales, or of any Student in a Normal College in Wales. Rough and ready apparatus that can be easily and readily adapted to teaching purposes will receive due recognition. *The Apparatus must be original, and not an imitation of anything already in the market, and Natural History Specimens must have been collected by the exhibitor. The value of the Apparatus will be enhanced if it is accompanied by notes of a Lesson, and, if necessary, Sketch Diagrams. The Committee also offer three prizes, value £5, £3, and £2 (in books), for the best Geographical Models on the lines laid down below (No. 1) for Geographical Exhibits which are the *bonâ fide* work of any Pupil Teacher employed in an Elementary School in Wales. The Prizes may be competed for by Pupil Teachers who have passed the Queen's Scholarship Examination in 1897 or 1898.

APPARATUS FOR TEACHING.

1.—GEOGRAPHY.

Models in Clay, Wax, Plaster, Plasticine, or Tin, of a School and the surrounding district, of a typical Welsh District (*e.g.*, some special Valley or Stretch of Coast), or of some larger portion of the Principality.

COMMERCIAL GEOGRAPHY.

Charts or Maps to illustrate Trade Routes from Welsh Ports to Foreign Countries.

Graphic Illustrations of Volume of Trade from Wales, *e.g.*, Exports of Coal and Slate.

* In Class 4 this regulation need not be observed.

2.—History.

Model of some Historical Building or Interesting Ruin in Wales. Plan of some Welsh Battlefield.

Dolls dressed in Costume to illustrate different periods of History.

3.—Elementary Subjects.

New and original Apparatus to illustrate the teaching of Elementary Subjects (*e.g.*, Spelling, Fractions, first lesson in Reading).

4.—Elementary and Advanced Science. *e.g.* :—

Apparatus for teaching Physical Phenomena of Everyday life, the Rising and Setting of the Sun, the Phases of the Moon, &c., the Barometer, the Thermometer.

Apparatus for teaching the Mechanism of the Human Body, the Movement of the Limbs, &c.

Apparatus for teaching the Practical Side of Everyday Life, Warming, Lighting, Ventilation, &c.

5.—Object Lessons (Elementary Schools).

A Tray, suitable for preservation in a Museum Cupboard, containing a model of a particular object and its environment (*e.g.*, Mountain Sheep on a Rocky Crag, a Miniature Lake and Wild Fowl, a Cottage Garden with Fruit Trees and Beehive). Each Tray should be 2 feet square, and not more than 1 inch thick at the edge. On each Tray all Apparatus suitable for a complete lesson should be arranged.

Model of some particular Coal Mine or Slate Quarry, or other typical Welsh industry.

6.—Kindergarten Work.

Models of natural objects in Clay or Plasticine as examples for children to copy, original and carefully graduated designs in brush work as examples for children; other original designs for Kindergarten work.

7.—Botany.

Small collections of dried, mounted, and named specimens of typical Flowering Plants and Leaves of Forest Trees to illustrate lessons. Labelled specimens of the Wood of some common Forest Trees.

8.—AGRICULTURE AND HORTICULTURE. *e.g.* :—

Diagrams and models of a Cottage Garden arranged in plots; diagrams to illustrate Grafting and Pruning.

9.—WOODWORK.

Hand-made specimens made by the Teacher to illustrate the use of ordinary tools and of the knife.

N.B.—This list is by no means exhaustive, and certificates may be given by the Committee to other kinds of teaching Apparatus not named in the above classes.

On behalf of the Executive Committee,

A. TAYLOR,

Hon. Sec.

Industrial Schools.

THERE are 144 Residential Industrial Schools, 14 Truant Schools, and 23 Day Industrial Schools in Great Britain. Reformatory Schools are decreasing, but Industrial Schools tend to keep up, if not to increase, the number of their inmates, and with the present condition of social life in the great towns, it is not likely that Industrial Schools will cease to exist. One class of schools, viz., small Day Industrial Schools, may possibly tend to further increase to a considerable extent.

Children are sent to the schools by Magistrates' Orders, and the schools are maintained chiefly by Government Grants and contributions from local rates. School Boards have largely used the agency of these schools for the rescue of neglected and wandering children, and it may not be without interest in this connection to describe briefly the work which has been done for the recovery of the lost children of the country.

The Industrial Schools system has enormously contributed to the effective agencies adopted to reduce juvenile crime and depravity. About 50 years ago some 16,000 children under 16 years of age were committed to prison annually. This number is now reduced to less than 2,000, notwithstanding the great increase of population. A generation ago juvenile thieves were professionally trained, and the condition of young children in low lodging-houses was deplorable. Ragged Schools were established, Working Homes opened, and various steps taken which have eventually developed into the well-organised system of Industrial Schools.

A visit to the schools at once reveals the practical character of the work. First take a glance at a

Residential Industrial School, and observe the methods adopted. The child is often received in a state of rags and tatters. His clothes are immediately destroyed, and he himself is often in so neglected a condition that he has to be taken into the wash-house and tubbed and scrubbed to clear him of filth. The same child, a few years later, presents a picture of health and capacity for good citizenship. It is soon apparent how this change is accomplished. The life of the school is not only the instruction given, but unconsciously the inmates are moulded by the well-ordered and regulated habits of the place. Excellent provision is made for the comfort and training of the children; cleanliness and order mark every department of the Institution. Pass through the kitchen, scullery, store rooms, laundry, and workshops; the

kitchen has its staff of boys under the direction of a man or a woman cook. Look in at the bake-house, and taste the good bread. The laundry similarly has its staff of busy workers; and so on through the various occupations, joinering, boot-making, tailoring, printing, gardening, or whatever industry has been adopted. Then pass to the schoolroom, and observe the quiet, steady work going on. Here, and over all, a spirit of kindly discipline and sympathy prevails. Go upstairs to the dormitories, and observe the scrupulously clean and comfortable beds; see the sick room made cheerful with pictures, with excellent provision for the ailing; and it becomes manifest that children brought to a state of well-regulated order change their habits and readily adopt newer and better ways.

The Truant School, as its name implies, is a school for children who will not attend the ordinary elementary school, and for whom no Day Industrial School is available. The discipline, as a rule, is somewhat irksome, and drill is occasionally substituted for recreation. A few months of corrective treatment generally results in a boy being more careful in his school attendance for the future. This class of school is a growth from the School Board system, and is intended as a preventive measure against the evil habits of street wandering. The methods employed in the ordinary Industrial Schools are modified by reason of the shorter terms of detention. Conducted judiciously, these schools serve a very useful purpose.

The first Truant Schools were opened about twenty years ago, and they are steadily improving in effectiveness and adapting themselves to the needs of the day. The difficulties which have had to be overcome will be readily ascertained from the following return of children licensed from one of these schools:—

From the opening of the school in 1879 to December 31st, 1898, there were admitted 1,936 boys, and of these 1,832 cases had been licensed; 916 were never re-admitted; 628 re-admitted once; 215 re-admitted twice; 61 re-admitted thrice; 12 four times or more. The average length of detention before license was granted was 16 weeks. *

The Day Industrial Schools in various large cities have done good work in the training of street children whose School attendance could not be otherwise secured. Thus many parents have to leave home early in the morning and do not return till late in the evening, and

* The corresponding figures for another and a larger school, which was established about the same time as that referred to above, were, up to the 31st December, 1897, as follows, viz.:—Total number admitted, 5,244—of whom 4,970 had been licensed; 2,566 never re-admitted; 1,305 re-admitted once; 628 twice; 272 thrice; and 197 four times or more. The average length of detention in this school before license was 62 days.

their children, left to themselves, run wild in the streets ; again, there are many cases in which the parents are unable to control their children. These schools may almost be regarded as a revival of the old Ragged Schools with the addition of compulsory power of attendance. When a child is ordered to a Day Industrial School he may be fetched any time, as he is liable to detention between 8 a.m. and 6 p.m., not only on ordinary school days, but also on Saturday mornings, and his holidays are curtailed.* These schools were first established in 1876, about the same time as the Truant Schools. They are mostly under the superintendence of women, whose hold upon the children has been most beneficial. After a period of regular attendance at a Day Industrial School, the children are often licensed out to attend an ordinary elementary school. The Treasury Grant is only 1s. per week ; the average cost is about 3s. per week, viz., 1s. 6d. for food and 1s. 6d. for salaries and other expenses. There is not much to be got from the parents, who generally have the strongest objection to paying a weekly fee, but most School Boards attach great importance to maintaining parental responsibility and securing as much as possible of the contributions from the parents, though at great cost of collection.

It is frequently urged that the good done in the day time is undone in the evening when the children return to the streets, or, in some cases, to their miserable homes, but the worst of such cases can be transferred to Residential Industrial Schools, and for the rest experience shows that the children immensely benefit from the habits of regularity and good order which they form in the schools. Notwithstanding the drawbacks of poor home life for these children, the Day Industrial School is a great opportunity of introducing them to civilised ways, and the school is so little expensive, compared with residential schools, that it may well be tried on a small scale in the poorest neighbourhood of any town.

The following is a short description of the routine of a small Day Industrial School in a large town :—

"A Day Industrial School is open from 6 a.m. to 6 p.m. for any children who care to come, or whose parents care to bring them, on their way to work, but the ordinary hour for opening is 8 a.m.

"The children who come early light the fires, fetch in coals, water the plants, and unlock all the doors. From 8 a.m. to 8.30, the bigger children prepare the breakfast table in the dining hall, and

* Children ordered to Day Industrial Schools are liable to detention on Sundays also, if the rules of the school so provide. Some schools have rules like the following :—"On Sundays, the school shall be open between the hours of 9 and 5.30 for the reception of such of the children as may attend of their own free will."

place a piece of bread by the side of each mug. At the end of the desks are placed six mugs or basins, and a big boy fills each with coffee, cocoa, or tea, according to the 'Dietary Form.' From 8.20 to 8.30 the boys get washed, also the girls, each in their separate lavatories, and each having a separate towel, numbered.

"From 8.30 to 9, breakfast in the dining hall, consisting of bread, *ad lib.*, with treacle or dripping alternately, and cocoa, etc.

"The children proceed from their breakfast into the schoolroom, the Roman Catholics being first taken into a separate room for Scripture, given by a Catholic teacher. The other children have prayers and Scripture until 9.30, and then all proceed with ordinary lessons until 12 o'clock.* Two boys are told off, to clear the mugs and remains of breakfast into the scullery, where another boy or girl receives them, washes them, and puts them away ready for the next meal. The two boys then sweep the desks and floor, and also scrub the floor during the morning, after which they lay the cloths, knives and forks, salt, pepper, and mug of water ready for dinner. In the kitchen there is a girl who has to keep the fire going, scrub the dressers, polish the boilers, and assist the cook.

"At noon the children go into the playground for half-an-hour, after which they have dinner from 12.30 to 1 p.m. Then the smaller children go out again, whilst the elder ones clear away the remains of dinner, and clean the knives, forks, and spoons.

"At 1.20 the children again get washed, and come into school at 1.30 for lessons until 4 p.m.

"During the afternoon seven boys, not always the same, saw and chop wood, whilst two of the strongest of the boys take out in the hand-cart any chips that have been ordered.

"The school is heated by steam, and the boys (the three older ones), under the direction of a man, take turns in minding the boilers and keeping the steam up to the required heat. The lavatories, passages, bowls, mats, etc., are cleaned every day by different boys and girls. Then there are yards to be swept, grates to be cleaned, windows to be washed, and, for the girls, towels and tablecloths to be washed, also a few simple dishes in cookery to be taken—these are taught alternate Wednesdays, laundry work the other Wednesdays, when the boys are taking woodwork.

"At 4 p.m., after prayers, the children who have no household duties go into the playground until 5 p.m.; the other children

* The curriculum is usually of a somewhat unambitious character; but, in some cases, such subjects as drawing and manual instruction for boys, and cookery and laundry work for girls, have been introduced of late years with much advantage, and to the manifest quickening of the children's interest in educational work.

meanwhile are laying the cloths, and getting tea ready. After tea, from 5 to 5.30, a certain number of children clear away and wash all pots, dressers, servers, cans, etc., ready for morning.

"Once a month the girls wash the paint, and scrub down all passages, floors, window ledges, and desks, whilst the boys scrub the floors and clean all the lower windows, leaving the upper ones for the caretaker. All potatoes, carrots, turnips, onions, fish, and peas are prepared by the children the afternoon before the day they are required.

"The children are washed three times every day, and bathed once a week, girls on Thursday from 2.30 to 4 p.m., boys on Friday at the same time. In summer the older boys and girls take lessons in swimming, in place of the weekly bath.

"All cuts, gatherings, burns, and small sores are treated at school, but serious cases are sent off to the infirmary; sometimes a strong boy will carry a younger one on his back to the infirmary, and return with him in the same way.

"The following is the 'Dietary Form':—

DINNERS.

Monday.—Roast beef, potatoes, bread.

Tuesday.—Soup (made from shin beef), with turnips, peas, potatoes, and carrots in it, also bread.

Wednesday.—Bacon and peas, also bread.

Thursday.—Same as Tuesday.

Friday.—Fish, parsley sauce, bread, potatoes.

Saturday.—Coffee, bread and cheese, or bread and corned beef.

BREAKFASTS AND TEAS.

"Consist of bread, *ad lib.*, with treacle or dripping, and once a week margarine, together with a pint of tea, coffee, or cocoa.

"In Spring, sometimes the children have boiled rice and treacle instead of fish for dinner, and stewed rhubarb at tea instead of treacle.

"The first week in January all the children have a Christmas Dinner, consisting of roast beef, mashed potatoes, and plum pudding with sauce. After dinner the children receive prizes, including stockings and shirts, and flannel for petticoats, each gets an orange, and returns home early.

"The scholars are also taken for a day in the country on special occasions, such as public celebrations, when they are treated to buns, lemonade, sweets, dinner and tea, and have sports, with small prizes."

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The success of the Industrial School system can best be judged by the results upon the children after leaving school. In many cases, unfortunately, the parents are the great hindrance, and it would be better for some of the children if they had no relations at all. The extended control until the age of 18 years under the Industrial Schools Amendment Act, 1894, will, it is expected, enable Managers to keep effective oversight for the children's advantage. As a rule the scholars leave with habits of industry and application sufficient to enable them to earn their own livelihood if not interfered with by selfish and worthless parents. Usually a boy has a small sum in the Savings Bank, the accumulation of good conduct awards; he is also provided with outfit, and thus has every prospect of a good start in life.

Meetings of Managers of these schools should be regularly held, the School systematically visited, and children suitable to be licensed out should not be detained for the full term simply because they are more remunerative during their later years. Division of opinion exists as to the amount of time to be given to school and industrial occupations. Some Managers attach more importance to school work than to the workshops, and children below Standard IV. are kept full time at school. A careful examination of the Government Reports and statistics will satisfy most persons of the great value of the work as a reformative power in the lives of neglected children, who readily fall into good habits in a well-regulated school.

Correspondence with old boys is kept up, and letters received from all parts of the world testify to the permanence of the good work of the Schools. A useful outlet encouraged by many Managers is in the Army Bands. An old Industrial School boy was in the recent charge at Omdurman, thus rendering loyal service, instead of being a drag upon his country.

School Planning.

IV.—Sketch Plans—Arrangement of School—Materials, Supervision, &c.—Summary of Building Rules.

IT will be found of considerable use if the School Boards, in the case of a competition, send out with the Instructions to Architects sketch plans showing the suggested arrangements of the various floors of the proposed school. The Board should generally be the best judges of their own requirements, and with the experience that has been gained they are, as a general rule, able in each new school to avoid mistakes, either of construction or cost, which may have occurred in the case of buildings previously provided.

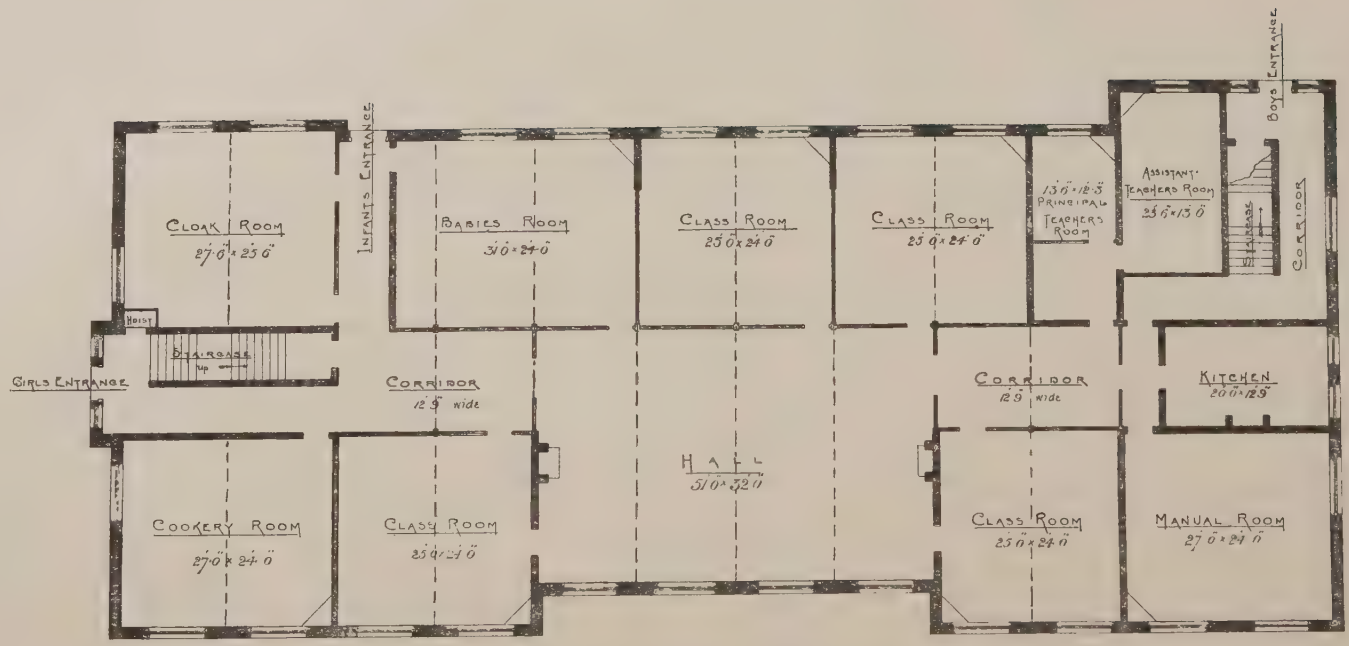
Simplicity of arrangement of halls and classrooms, and the necessary avoidance of complications in corridors and in internal divisions generally, are matters of the highest importance, both as regards cost and the value of the school for teaching purposes. It is not intended to deal here with architectural features. It may be remarked, however, that while the limit of cost laid down by the Education Department leaves no room for ornate design, care should be taken that the building presents a dignified appearance and is characteristic of its use. Equal care should also be taken that the various materials used in construction are of the best of their kind, whilst it should not be forgotten that here again the margin of cost must be carefully borne in mind. There are, however, some economies which it is desirable to avoid if possible. Such, for instance, as the substitution of concrete for stone in staircases and landings; another is the substitution of cheaper qualities of wood for pitch-pine, which is generally used for partitions, &c. It is also false economy to cheapen the timber used for the floors, which in the case of a Public Elementary School are subjected to wear and tear of no ordinary kind. The same remarks also apply to locks and door handles, window fittings, hinges—particularly those for swing doors—grates, gas pendants, fireguards, &c., all of which should be of a standard quality and of a make and pattern specifically approved by the Board.

Larger questions affected are those dealing with the selection of the kind of stone or terra-cotta used for dressings in the case of brick buildings, and the make and quality of the bricks to be used. Many varieties of stone are quite unsuitable for use in manufacturing towns, where the atmosphere is charged with chemicals, which speedily affect some kinds of stone more disastrously than others, whilst some of the very inferior sorts in the course

of a few years crumble away, being unable to withstand the effects of ordinary weather. All cement used in fire-proof floors, &c., should be regularly tested for strength by the Board's Clerk of Works, as provided in the instructions given last month. All iron and steel work in columns, girders, &c., should be carefully examined when brought on the building, and the weights checked. It is also well for the Clerk of Works to visit the Builder's workshops in order to see the making of framing, &c., which will be brought upon the new building ready for fixing. All drains and sanitary arrangements must be carefully tested by the Architect and Clerk of Works before they are covered in. With the view of protecting the interests of the Board, it is well for the Clerk of Works to keep a diary, in which particulars of the progress of the building are given in detail, the greatest care being taken to note any deviations, even in small matters, from the working drawings. Such deviations should, however, be avoided if possible, otherwise extras accrue, and difficulties arise when the cost of the building comes to be finally settled between the Board and the builder. Periodical reports should be made to the Board by the Clerk of the Works, showing the progress of the various buildings under his charge. No deviations, either in additions or omissions from plans, should be allowed without a specific resolution of the Board conveyed to the Architect by the Clerk. The most careful supervision of the various trades employed in the construction of the school is necessary to ensure the provision of the building according to the specification, and within the prescribed cost.

The following examples of sketch plans prepared for a Board School may be of use to Boards desiring to include such details in instructions to architects. The plans are for a school for 320 children in the infants' school on the ground floor, with a mixed school on the first floor for 488 boys and girls, and the arrangement contemplates, both in the situation of the school on the site and the internal arrangement of the building, that at a future time the Board may have to enlarge the premises. The building is shown as warmed by open fire-places, and to economize space a cloakroom is provided for the girls on a mezzanine floor. No basement is shown, a coal-house being provided in the yard, there being folding doors in the yard wall which communicate with the coal-house, and through these doors a cart may tip the coal by being backed over a crossing in the street flags. A dustbin and space for firewood is also provided in this outbuilding.

Referring generally to these sketch plans, it will be noticed that care has been exercised to obtain economy of arrangement,



GROUND PLAN

INFANTS' SCHOOL. ACCOMMODATION, 320.

FIRST FLOOR PLAN

MIXED SCHOOL. ACCOMMODATION, 483.

although the corridors are unusally wide, viz., 12 ft. 6 in. The classrooms on both floors are arranged with left-hand lights, and the children can, by a gong sounded in the hall, be marshalled for assembly in the shortest space of time, all the classrooms communicating with the halls, either directly or by means of short corridors. The head teachers' rooms are so placed as to ensure easy supervision when the head teachers are out of the halls or classrooms.

Provision is made on the girls' side for a cookery instruction room, and on the boys' side for a manual instruction room. On the infants' floor, the "babies'" room has been placed on the corridor leading to the yard, and thus easy access is afforded to the yard and offices. All the offices are in the playground away from the school building. The sizes of the rooms are given; they are, as a rule, rooms for 60 children. Some Boards would, no doubt, prefer a variety of sizes, but this is a matter easily arranged. On the ground floor a good boiler is provided for heating water for cleaning purposes, and the hot water is carried on to the landing of the upper floor. Hoists are provided for coals, &c. The rules of the Education Department regarding the arrangements have been strictly adhered to both in ground plans, sections, and elevations. For the purposes of this article it has been thought sufficient to give the plans of the floors only. These plans are all that are needed for instructions to architects in cases of competition. The dimensions of the site showing positions of offices, method of access to playground, and caretaker's house (if any) should be given on the block plan for the convenience of the architects.

Summary of points to be borne in mind in preparing plans of a public elementary school (for details see Schedule VII. of "The Day School Code, 1899," issued by the Education Department).

Requirements.

The Education Department require the following plans:—

I. *Block Plan.*—Scale, 20 feet to an inch. All the site, buildings, and boundaries. Drains with falls and depths. Levels of ground and points of compass to be shown.

II. *Floors of School.*—Scale, 8 feet to an inch. All internal arrangements and position of desks to be shown. Also of caretaker's residence and teacher's house (if any).

III. *Sections*, and at least four elevations.—Scale, 8 feet to an inch. Ceilings and position of window-heads in relation thereto and mode of ventilation to be shown.

All plans drawn in ink. Scales and dimensions shown. In case of enlargement whole site and existing buildings to be shown.

IV. *Specifications.*—Detailed. Separated under different branches of building trades.

V. *Desks.*—Section of one proposed. 1½ inch to foot.

Planning and Accommodation.

1. *Accommodation.*—Depends not merely on area, but on shape and arrangement of furniture, &c., positions of doors and fireplaces, and lighting.

2. *Schoolrooms.*—Every school must have a main schoolroom or central hall (Rule 8). Width of schoolroom, 18 to 22 feet. In rooms of 18 feet wide three rows of long desks; where four rows are required there must be a width of 21 feet 6 inches. For five rows of desks a width of 22 feet is needed. For classrooms see Rule 7 (*a*). Accommodation required for seniors at a minimum of 10 superficial feet per child. Every child to be provided with bench or desk room.

3. *Classrooms.*—Calculated at 10 square feet per child if for not more than 60. Six rows dual desks, or five rows long desks. Rule 2 applies to rooms for more than 60, and to rooms more than 24 feet 8 inches deep from the window wall.

Teacher's desk must not be more than 20 feet from centre of back row, and that row shall not subtend to an angle greater than 60 degrees at the teacher's desk.

(*a*) Minimum size of classroom 18 feet by 15 feet. If desks are placed longitudinally, width not less than 16 feet, this minimum only allowed in schools of a very small size.

(*b*) Classrooms must not be passage rooms. Must be capable of being cleared without disturbance to any other room. Doors must open both ways.

(*c*) Classrooms must be sufficient for size, &c., of school.

(*d*) Excessive use of movable partitions to be avoided.

4. *Infants' Schools* (Rule 16).—May be calculated at 9 square feet per child. Classes not to contain as a rule more than 60 each.

Walls, Floors, and Roof.

Walls of rooms for teaching.—Ceiled at wall plate must be at least 12 feet high, and if area of room is more than

360 superficial feet, 13 feet; 600, 14 feet; if ceiled at rafters and collar beam at least 11 feet high to wall plate, and at least 14 feet to ceiling across collar beam.

Roofs open to apex not approved.

Thickness of walls.—1½ brick or 20 inches stone, damp courses to be provided. Whole space under building at least 6 inches concrete. Cross ventilation under joists to be provided, and timber to be protected from mortar and cement by asphalt and tar.

Entrances and Staircases.

Separate for each department, and in large schools more than one desirable. Entrances not through cloakrooms. All doors to open both ways. A porch to be erected to schoolroom. Entrance door, with outside steps, must have landing between door and steps.

Staircases external to schoolroom and fireproof. Triangular steps or winders not allowed. Each step 13 inches broad and not more than 5½ to 6 inches high. Flights short, and landings not broken by steps.

Cloakrooms and Lavatories.

Cloakrooms must not be passages. External to schoolroom and classrooms. Gangways at least 4 feet wide between rails. Ample light at end. Hat-pegs 12 inches apart, with two tiers; thus the lineal space for each child is 6 inches. Thorough ventilation necessary.

Classrooms (See "Planning and Accommodation" on previous page).

Halls.*

Floor space not less than 1,200 square feet.

Windows.

The light to come from left in classrooms, &c. In rooms 14 feet high any space beyond 24 feet from window is insufficiently lighted.

(*a*) A large portion of each window should open.

(*b*) Sills 4 feet from ground. Avoid large spaces between ceiling and window heads.

(*c*) Skylights objectionable.

*A Class is sometimes placed in the hall, but the space is better clear of classes. One great advantage of the hall is that it forms a reservoir of fresh air, when not in use for assembling, drill, &c.

STAIRCASES ("See ENTRANCES AND STAIRCASES" on previous page).

VENTILATION.

Ample provision to be made. Inlets best in corners furthest from doors and fire-places and arranged to discharge upwards. Inlets should provide minimum of $2\frac{1}{2}$ square inches per child, and outlets a minimum of 2 inches. All inlets and outlets in communication with open air.

Sunny aspect especially valuable for children.

WARMING.

To be moderate and well distributed, making a temperature of 56 to 60 degrees. Stoves should be avoided.

SANITARY ARRANGEMENTS.

Water closets in school buildings not desirable. Should be away from building. Separate for sexes, and entirely apart from each other. Each closet 2 feet 3 inches to 3 feet wide, only one seat in each, and provided with door, ample light and ventilation. Automatic flushing tanks desirable. For schools of 300: (girls) 8 closets, (boys) 5 closets, (Infants) 7 closets. These are the approximate numbers required. In boys' and infants' closets, urinals properly flushed should be provided. Earth or ash closets may be used in rural districts. Precautions as to laying of soil pipes, and provision of traps to be observed.

DESKS.

In long desks 18 inches per child is sufficient.

Gangways to be 18 inches between the groups and at the walls. Dual desks, usual length, 3 feet 4 inches. Gangways 1 foot 4 inches. Inclination of desks, 15 degrees. No desk or bench longer than 12 feet, and where there are to be 4 rows only, 9 feet lengths are allowed. No group to be more than 4 rows deep.

SITES AND PLAYGROUNDS.

Minimum size of site, in absence of exceptional circumstances, a quarter of an acre to 250 children.

Playgrounds separate for boys and girls, and properly drained and enclosed. A portion covered. Covered way must not connect offices with main building.

Cookery Centres, &c.

Centres to accommodate 18 for practice and 54 for demonstration. Contents not less than 750 superficial and 10,500 cubic feet. Approached by separate entrances. A gallery 25 feet by 12 feet 6 inches. Floor space for practical work not less than 25 feet by 13 feet. Provide sink in full view of class. Sink should have cold water supply and waste pipe. Gas stove to have pipe properly fixed to oven to carry off fumes. Ventilation needs special attention.

Classroom for Cookery should have at least 600 superficial and 8,400 cubic feet.

Rooms for Special Instruction.

Workshops and Laundries should be of simple construction and may serve as centres for groups of schools.

Laundry centres should contain 750 superficial feet and have a gallery or removable platform with desks for 42 children, and the tables should allow 3 feet of space for each child when working.

Teacher's House and Caretaker's House.

[As Teachers' Houses are not as a rule provided by School Boards it is unnecessary to give particulars.]

The Caretaker's House, which should be separate from the school but to the front of one of the playgrounds, may consist of parlour, kitchen, scullery, with three or more bedrooms, each room with fireplace. There must be distinct yard and offices. A bathroom is a desirable addition, and adds little to the cost of erecting the house.

The foregoing are the main points to be borne in mind in preparing plans of a school so far as the rules of the Education Department are concerned. Further information regarding the appointments of the various parts of the school will be dealt with in future chapters.

Correspondence.

To the Editors of "The School Board Gazette."

GENTLEMEN,

THE LEGALITY OF SCHOOL BOARD SCHOOLS OF SCIENCE.

THE Lord President of the Council, the Duke of Devonshire, stated :—

> "We have the School Boards with no statutory authority extending the operations of elementary and evening schools, under the Evening School Code into the region of Science and Art, and applying the rates to that purpose."

The Vice-President, Sir John Gorst, said in the House of Commons on Feb. 15th :—

> "The Committee of Council on Education have *always* been of opinion that the School Fund cannot legally be applied to supply instruction which is not under the Day School or Evening School Code of the Education Department."

I venture to trespass upon your space, in the form of a supplement to your capital article on "School Boards and Advanced Education." At a time when so much discussion is taking place on this question, would it not be as well to take the common sense view of enquiring what the Science and Art Department thought of the legality of these schools by investigating the conception and birth of such a school in 1892. By so doing we shall arrive at the opinion of the Department *at that date*, and can compare it with the position taken up by the Department in 1899, as set forth at the commencement of this letter.

The Technical Instruction Act was passed in 1889.

The Customs and Excise Act in 1890.

The Organised Science School for Boys at the Derby Higher Grade Board School was established in 1892.

The Girls' Department was added in 1893-4.

The Organised Science School in connection with the Gerard Street Higher Grade Board School at Derby, was started *at the suggestion of the Science and Art Department in* 1892. In the first instance, this school was confined to boys only. Previously, the Board had carried on Science and Art Classes at Gerard Street School in connection with the Department.

Mr. G. R. Redgrave, as an Inspector of the Science and Art Department, visited the Science Classes held in the Girls' School during the session 1893-4, and made inquiries respecting

the formation of an Organised Science School for Girls, the Science and Art Department being desirous that one should be established.

Shortly afterwards, Mr. Redgrave and another Official visited the Girls' School with the sole object of discussing the question of the formation of a Girls' Science School, which step they highly favoured.

On the understanding that a free hand was to be allowed the School Board in arranging the syllabus and time-table, the Board ultimately consented to the proposal, and the Girls' Organised Science School was started in October, 1894.

Considerable alterations and additions were made to the School premises, and special fittings and apparatus were provided by the Board, the plans being submitted to and approved by the Education Department, and the loan for the buildings and fittings was also sanctioned. The only source from which money could be obtained for meeting this approved expenditure was the School Fund.

The following correspondence illustrates the part taken by the Science and Art Department in the establishment of this Organized Science School.

(Copy of Letter addressed to Miss Keay).

South Kensington,

April 19th, 1894.

Dear Madam,

In the course of some conversation we had some time ago with respect to the adoption of an organised Science School for girls, you pointed out to me some objections to the course indicated in the Directory, and I think you pointed out certain modifications which, in your experience, would be desirable. We have now under consideration the possibility of some alterations in the work for girls, and I should be much obliged if you would favour me with your views on this matter. If my memory serves me aright, you told me that the Derby School Board had rejected Organised Science School work, mainly because cookery and dressmaking could not find a place, and certain of our subjects were not appropriate for girls. I should be very pleased to receive any suggestions that you feel able to make, and you may rest assured that they will receive careful consideration.

Yours faithfully,

Gilbert R. Redgrave,

Sen. Inspector of S. & A. Schools

P.S.—Perhaps Mr. Constable would also advise.

(Copy of Miss Keay's Reply.)

Gerard St. Higher Grade School,
Derby, April 22nd, 1894.

To Gilbert R. Redgrave, Esq.

Dear Sir,

In reply to your letter of the 19th instant respecting Organised Science Schools for girls, I beg to state that the matter received most careful consideration from the Derby School Board, Mr. Constable and I being sent to various Higher Grade Schools throughout the Country to enquire into the working of the system.

The reasons for not adopting the Organised School Course in the Girls' Department here are as follows:—

I.—The subjects taken in the Organised Science School Course are not the best for girls from an educational point of view.

II.—The Organised Science School Course allows little time for ordinary subjects, hence girls taking this course and wishing to become pupil teachers cannot compete successfully with those who have been doing the ordinary standard work.

III.—Many parents object to the monopolising of their children's time by the Organised Science School Course.

IV.—Such subjects as Hygiene, Advanced Cookery, Dress-making, Advanced Needlework, and Cutting-out are excluded.

I have talked the matter over with Mr. Constable, and I would suggest that some of the subjects in the Organised Science School Course be replaced by others which have a special bearing on a girl's future life.

I beg to submit a draft of such a modified scheme.

Yours, &c.,
M. J. Keay.

[It is unnecessary to give the scheme, as within a short time it was mainly adopted by the Department to replace the earlier course, which was entirely unfitted for girls.]

Mr. Redgrave replied as follows:—

South Kensington,
April 25th, 1894.

Dear Madam,

Please accept my best thanks for your letter and the valuable suggestions you make respecting the work in a Girls' Organised Science School. The matter is about to receive

careful consideration, and I am sure that your views will have weight, and will materially assist us in coming to a conclusion.

Yours faithfully,

GILBERT R. REDGRAVE.

Miss Keay.

P.S.—The science work in Organised Science Schools is about to be reduced to 13 hours per week, which will, I think, be a great advantage in the case of Girls' Schools. If your Board would submit a course similar to that you suggest, for next year, I think the authorities here would give you a very free hand to carry out your ideas. I will bear in mind your kind offer to submit further details of Cookery and Dressmaking course.

G. R. R.

From this correspondence and statement of facts no person can contend that the Science and Art Department were convinced that it was "*always*" *illegal* at that time, or such an Authority would not have so persistently pressed the Derby School Board to establish an Organised Science School, when it was well known to both Departments that we had no means other than the School Fund to build, equip, and partly carry on work they wished and pressed the Board to undertake.

I see by a letter from the Science and Art Department to the London School Board, it is implied that it is not the duty of the Department to know anything about the ways and means of a School Board. It is one of the duties imposed by Parliament, that the Departments allow no improper expenditure. It is a great pity that the education of the country is in the hands of a Department that seeks to throw its responsibility on to the shoulders of others, after inciting and aiding and abetting School Boards to commit a wrong act (if such it be?).

How the change of front made by the Science and Art Department has been brought about will be best left for that Department to explain. The continual changes made in the Directory (which are not made by the authority of Parliament) partly explain the unscientific but artful methods that have been adopted to support the latest attitude assumed towards School Boards by that unstable Department; a Department which is now repudiating the children of its own creation.

In conclusion, I may state that the Derby Board undertook the work, on the strength of certain promises which were held

out as to the intentions of the Department in the immediate future, but which promises were never fulfilled, and an additional and unexpected loss was thus entailed on the Board. Under such circumstances, is it to be wondered at that many earnest Educationists, who have had much to do with a Public Department that conducts its business on these lines, have come to the conclusion that there is room for change and improvement?

I am, yours faithfully,

WM. BEMROSE,

Chairman of the Derby School Board.

Manual Instruction.

WE have received the following criticisms of the article on Manual Instruction which appeared in the March Number of *The Gazette*:—

"The contributor of the article on Manual Instruction in the March Number of *The School Board Gazette* has undoubtedly served an extremely useful purpose in bringing this subject so distinctly before the official School Board public, and the Editors of *The Gazette* have served an equally useful purpose in giving so much prominence to a subject which, if judged by no more than the tabulated statement of progress in numbers with which the article closes, has advanced literally by leaps and bounds in popular favour, is possibly still only in the infancy of its career, and is probably destined to take a leading place in the ordinary education of the children of the Nation.

"While acknowledging to the full the usefulness and interest of the article referred to, it cannot be admitted that it presents an exhaustive, or even adequate, treatment of the subject of Manual Instruction as fostered by the important and powerful School Boards of the Country. The only School Boards referred to at all are those of London and Brighton, the work of the Sheffield, Birmingham, Liverpool, Leeds, and Manchester School Boards being apparently unknown. But no treatment of the history and development of Manual Instruction can be considered comprehensive which ignores these important School Boards, which have largely determined the lines on which this work shall proceed.

"If, as far as the references to School Boards are concerned, the article had avowedly been a more or less precise description of Manual Instruction under the London School Board, and not, as implied, a description of Manual Instruction as a national concern, little exception might perhaps have been taken; but otherwise, as a matter of proportion, and as a matter of information, the School Boards enumerated above and others must be taken into account; and for this purpose the work being done in Liverpool, which is second to London only in respect to numbers of scholars embraced within its Manual Instruction work, may be taken as one example of what is being done by a leading School Board.

"While London had had two years experimenting under a grant from the Drapers' Company, and still hesitated—clogged

by the preferences and prejudices of an outside and non-educational body, and uncertain whether it might or might not provide Manual Instruction out of the ordinary school rate—Liverpool took the simpler and more direct course, and at once assumed the right of further application of the principle—already in application everywhere in respect to some other subjects—that School Boards *could* provide instruction other than that specified in the Code; in other words, not that the Board must not provide instruction outside the grant-earning code subjects, but that while these subjects *must* be attended to, beyond that it was the Board's business rather than the Government's as to what further subjects should be included in the curriculum. As a matter of fortification against possible attack the opinion of Sir Horace Davey, quoted as a footnote to the March article, was obtained.

"This assuredness of right and directness of purpose has characterized every essential step taken by the Liverpool Board in connection with Manual Instruction with fortunate consequences, such as the teachers quickly falling into line in respect to those matters of revision of the ordinary school arrangements consequent on the introduction and furtherance of Manual Instruction, and the natural acceptance of the subject by both scholars and parents."

"Having decided that they had a right to provide Manual Instruction, the Board did not wait to see whether the Government would offer inducements for them to go on, but forthwith set about a scheme of organization for the inclusion of the subject as part of the ordinary curriculum for the whole of their schools, and for every boy in Standard V. and above.

"Within two months of commencement, in 1890, accommodation had been provided for 1,440 scholars; within six months for over 2,000 scholars; and within twelve months for 5,000 scholars; while within eighteen months the whole of the Board Schools were covered by the Manual Instruction scheme, with accommodation for nearly 6,000 scholars. Most of even these delays, small as they were, were due to the fact that half the schools ended their school year in the autumn; and the remaining delays to the inevitable lapses of time in securing suitable sites and erecting temporary buildings.

"Subsequent extensions of the Board's operations in erecting new schools, due to the extension of the city boundaries in 1895, or to meet deficiencies of accommodation within the city's former limits, have brought with them still further Manual Instruction provision, until the building accommodation now stands at over

8,000 places, and 3,000 additional places are contemplated. Taking the city throughout, the numbers on roll show 75 per cent. of the accommodation to be actually taken up, and the margin of vacant places will be reduced by the increase of scholars in existing schools, and by the erection of new schools in the neighbourhood of existing Manual Instruction Centres.

"In addition to the instruction in Woodworking there are special Manual Instruction Departments for boys staying on at School after passing through Standard VII. In Standards V., VI., and VII. the boys give the ordinary two hours per week, as prescribed by the Education Department, to Woodworking, but on passing Standard VII. they devote *one whole day* per week to higher Manual Instruction, as follows:—

"Morning (3¼ hours)...First half ...Machine Drawing.
Second half...Clay Modelling (with Casting).
"Afternoon (2½ hours)... ...Metal Working.

"This is not the moment to go into a detailed description of this higher work; suffice it to say that it is as popular a department of work as was ever instituted by the Board. Coming *after* the training the boys have received through the medium of Woodworking, its development-effects are considerably greater than those of the Woodworking have been; and it is carrying with it longer school life, greater earnestness and manliness, steadier thought, and keener appreciations; and is one of those departments of educational work which both the Education Department and local educational, and other authorities—especially those with Endowment Funds at their disposal—will do well in fostering and encouraging to the utmost.

"When the Liverpool Board had decided that Manual Instruction should form part of the ordinary school curriculum, it at once placed this on a level with all other subjects by settling that the instruction should be given throughout the ordinary school day, and that it should be compulsory for every boy in the same sense that Grammar, or Arithmetic, or any other subject is compulsory; the only exceptions to this rule having been in the cases of perhaps less than half-a-dozen boys who have at various times been exempted by special dispensation of the School Management Committee, and after consideration of medical certificates that these boys were physically incapable of using tools; otherwise, the Board have assumed that their opinion of what should go to make the schools' curriculum is superior to either scholars' preferences or parents' prejudices; with the consequence, as might be anticipated by all who are intimately acquainted

with those conditions and circumstances which contribute towards the smooth and effective working of school life, that the results have abundantly justified the Board's principles and methods in these respects.

"On the original announcement of the '*out of school hours*' condition by the Science and Art Department, it was seen that if literal effect were given to this regulation, Manual Instruction would at once be relegated to an inferior position as a matter of sentiment, there would be an unreasonable tax on what might be fairly considered the scholars' own time, and there would be such interference with the Boards' general arrangements as would necessitate the provision of *at least* twice the number of Manual Instruction rooms, apparatus and teachers; therefore, from every consideration for prestige, for the scholars, and for finance, it was desirable that this 'out of school hours' clause should, as far as its obviously literal interpretation went, be quashed; and it was in a great measure due to the action of the Liverpool School Board that in subsequent Department's minutes 'out of school hours' was defined by a footnote as meaning 'outside the minimum twenty hours per week required by the Education Department's Code.'

"The question of teachers has also to a great extent been *tried and proved* in Liverpool; for, notwithstanding a conclusion formed on previous theoretical consideration of the subject in favour of *teachers* as Manual Instructors, the Liverpool Board has taken practical means of putting its belief to the test of experience, with the result that while recognising that individual persons *can* be found who, in spite of being brought up as mechanics, possess those instincts and qualities which go to make teachers, and that on the other hand there are individual persons nominally teachers who only succeed in being teacher-failures, the principle has been thoroughly established that from the teaching ranks Manual Instructors must be mainly drawn. Further, to quote the March contributor, men have been, and are being, produced who 'have become a potent factor in the educational world, and a credit to themselves and to their Board,' and who are at least the equals of specialist teachers in Chemical and Physical Laboratories.

"The general character of the Woodworking Instruction—whether the base is to be English Woodworking or Swedish Sloyd—has been pretty well settled in this country by a natural process of selection in favour of the English system, and if Sloyd has not

really taken the place it at one time promised to take, the special exponents of Sloyd have themselves mainly to thank. In the application of Sloyd in English Schools, details have not faithfully followed principles, practices have not equalled professions, and results have not come within measurable distance of pretensions. With the British people there can ultimately be but one result when there occur such striking discrepancies between what is proclaimed as likely to be, and what actually proves to be, as has been the case with Sloyd. The fear now is that the pendulum of favour may swing altogether too much against Sloyd. This would be a misfortune, for, in the training of Manual Instruction teachers, Sloyd forms an exceedingly valuable item when used as an adjunct, and subordinate, to English Woodworking.

"Everybody will agree with the March contributor's advocacy of a higher grant for Manual Instruction, and he was more than sufficiently modest in naming 15s. and 12s. 6d.; for Manual Instruction, which gives every boy conscious facilities which he will most probably use in after life, is, at any rate in its higher branches, *at least* equal in value to a course of practical science in a school laboratory."

Meeting of Executive Committee.

HELD AT MANCHESTER, APRIL 28TH, 1899.

Present.—The Very Rev. E. C. Maclure, President, in the chair; G. J. Cockburn, Esq., Vice-President; Sir Thomas Roe, Rev. Professor Anthony, Rev. Dr. Bruce, Rev. Canon Major Lester, Messrs. Baines, Claridge, Hance, Moss, O'Donoghue, Packer, and Wyatt.

Memorandum.—Minutes of March meeting read and approved.

Memorandum.—The Honorary Secretary submitted the draft Annual Report of the Committee, and the report was revised.

Memorandum.—The Honorary Treasurer submitted the audited Balance Sheet of the Association for the year ended 31st December last.

Resolved.—That the Annual Report and Balance Sheet be adopted and distributed to the Boards in Association.

Memorandum.—The Notices of Motion for the April Meeting were arranged, and the Agenda paper was approved.

Memorandum.—The nominations for the Offices of the Association and for the Executive Committee were submitted.

Resolved.—That Messrs. Hance and O'Donoghue be appointed Scrutineers of the Votes.

Memorandum.—Submitted the following correspondence relative to the proposed Local Authorities for Secondary Education.

[COPY].

"SCHOOL BOARD OFFICES,

"*Bradford, 16th March*, 1899.

"SIR,

"Adverting to the terms of the compact entered into by the Association of School Boards with the Executive Committee of the County Councils Association, respecting representation on Technical Instruction Committees, I am instructed by this Board to enquire whether the arrangement agreed upon is understood to be binding upon the parties concerned, *i.e.*, upon the School Boards who concurred by their Association and upon the Councils who agreed by their representatives.

"I may say that this Board deem the arrangement to be binding upon them.

"Yours faithfully,

"THO. GARBUTT,

"Clerk of the Board.

"*H. E. Clare, Esq.*,

"*Town Clerk*,

"*Liverpool.*"

"TOWN CLERK'S OFFICE,
"*Municipal Buildings, Liverpool, 17th March*, 1899.

"SIR,

"In reply to your letter of yesterday's date, with reference to Secondary Education, I may say that my view of the Resolutions come to at the meetings of the County Councils Association or the Representatives of the County Boroughs is that they express the views of the majority present, and personally I should rely upon the Authorities representing the majority supporting the views of their Representatives when an occasion arose.

"Yours truly,
"HARCOURT E. CLARE,
"Town Clerk."

"*The Clerk of the Bradford School Board.*"

Memorandum.—Read a letter from Rev. Canon Scott, dated April 26th, relative to the syllabus for pupil teachers in the Code.

Memorandum.—Read the following letter from the Education Department (24th March, 1899) relative to the operation of 101* of Code (Fee grant).

[COPY].

"EDUCATION DEPARTMENT,
"*Whitehall, London, S.W., 24th March*, 1899.

Code..... .....
G.....99/3736 A.

"SIR,

"Adverting to your letter dated the 24th ultimo, I am directed to point out that the amount of Fee Grant which can be paid to any School is fixed by Statute (Elementary Education Act, 1891), and that, accordingly, statutory authority would be needed to give effect to the prayer of the Memorial from the Association of School Boards, which you forward.

I am to add that, as the Fee Grant was intended to take the place of School Fees, and as, in the case provided for in Article 101* of the Code, no School fees would have been paid by the children excluded from school attendance, my Lords do not clearly understand upon what ground the Memorial is based.

"I have the honour to be,
"Sir,
"Your obedient Servant,
"(*Signed*), H. F. POOLEY."

"*C. H. Wyatt, Esq.,*
"*School Board Offices,*
"*Manchester.*"

Memorandum.—Read a letter from Mr. Ogilvie Duthie, dated 27th April, relative to the method of election of the Executive Committee.

Resolved—That the Honorary Secretary be requested to see Mr. Duthie and explain the matter.

Memorandum.—Read following letter from Mr. J. Fischer Williams, dated 24th April, relative to the English Education Exhibition to be held in January next at the Imperial Institute. For further particulars see page 361 of this number of *The Gazette.*

[COPY].
TEMPORARY OFFICES,
7, NEW SQUARE,
LINCOLN'S INN, W.C.,
APRIL 24, 1899.

SIR,

You will no doubt remember that a meeting of members of all the principal bodies in England connected with education was called by the Education Sub-Committee of the Royal Commission for the Paris Exhibition, 1900, and held at the Foreign Office on the 8th June, 1898. Enclosed you will find a list of the educational bodies invited, in which is included the name of the Association of School Boards. It was determined at this meeting that it was desirable that an Education Exhibition should be held in this country in connection with and preparation for the Paris Exhibition, and arrangements have now been made for holding such an Exhibition at the Imperial Institute in London from the 4th to the 27th of January next. It is desired to make this Exhibition as complete and as general as possible. It will be on a considerably larger scale than the Exhibition at Paris, the space for which is limited. It will include exhibits in connection with all grades and branches of education—elementary, technical, secondary, and university—and will illustrate as far as possible the history and present state of our educational institutions, and their progress from the earliest times to the present day.

No such Exhibition has yet been attempted in this country, and there is every reason to hope that while the re-organisation of education is now prominently before the country such an Exhibition will appeal successfully to the general public, as well as to the many men and women now engaged on educational work, as revealing and illustrating the variety and extent of our present educational resources.

One of the most difficult questions which the Committee

have had to consider has been in what way best to collect exhibits from every type of Educational Institution. On the one hand, it seems impracticable to appeal to every School in England ; on the other hand, the choice of Schools to be appealed to is a matter of no little difficulty.

Under these circumstances the Committee have decided that where Schools of any one type are effectively grouped under or connected with any general association, the central body should be invited to organize or assist in organizing the exhibits of the Schools in question. They, therefore, venture to appeal for assistance in collecting the exhibits of Board Schools to the Association of School Boards. The Committee do not, however, ask the Association to assume the responsibility of organizing the Board School Exhibits, but they wish to consult the views of the Association as to what School Boards should be invited to prepare and send exhibits. The wish of the Committee is to represent every type of School Board and every part of the country, and it is highly important to secure that no special development of Board School teaching should be omitted. On the other hand, the duplication of similar exhibits ought, as far as possible, to be avoided.

It has been suggested that every School Board having the control of ten or more Schools should be invited. The Committee would be glad to have the views of the Association on this proposal, and any other suggestions or offers of assistance would be most acceptable. The Committee feel deeply that the success of an Exhibition of this kind in England must depend far less on the efforts of a central body than on the cordial support of the various Educational Institutions.

May I add that time is now of considerable importance, and it is desirable that the appeals for Exhibits should be issued with the least possible delay ?

Yours faithfully,

T. FISCHER WILLIAMS,

Secretary.

C. H. Wyatt, Esq.

Hon. Sec. of the Association of School Boards,

School Board Offices,

Manchester.

Resolved.—That the Honorary Secretary be requested to express to the Committee of the Exhibition, the hearty sympathy of the Executive with the movement, and to state that whilst the Executive are unable to make the selection asked for in the letter from Mr. Williams, they will have pleasure in giving publicity to

the wishes of the promoters of the Exhibition by the insertion of particulars in the next number of *The Gazette*.

Memorandum.—Read the following letter from Sir Joseph Ewart, dated 26th April.

[COPY].

"BEWCASTLE DYKE ROAD,
"*Brighton, April 26th*, 1899.

"DEAR MR. WYATT,

"I very much regret that I am not permitted by my medical adviser to undertake the journey to Manchester on the 28th.

"Mr. Carden will have intimated to you my decision not again to stand as a candidate for the Executive at the approaching election. Will you kindly oblige me by conveying my very warm thanks to my colleagues for their kindness and courtesy to me on all occasions during my short period of office. I am specially grateful to the Chairman and yourself for many acts of kindly consideration.

"With kindest regards to the Dean and the members of the Committee, and last, but not least, to yourself,

"Believe me, dear Mr. Wyatt,
"Yours faithfully and sincerely,
"JOSEPH EWART."

Resolved.—That the Executive Committee accept the resignation of Sir Joseph Ewart with very great regret, and desire to record their high appreciation of his services to Education and their indebtedness to him for the valuable assistance he has rendered to the Association of School Boards. In conveying this mark of respect to Sir Joseph Ewart the Committee would express their best wishes for his full restoration to health.

Memorandnm.—The question of the supply of extra copies of reports of Executive Committee applied for by Boards was considered.

Resolved.—That, when extra copies of printed documents are applied for, a price be charged, to cover proportionate cost of printing, etc.

Memorandum.—Submitted the following correspondence :—

Letter from the Marquess of Salisbury, dated March 29, acknowledging receipt of petition in favour of "The Education of Children" Bill now before Parliament.

Letter from Mr. W. S. Robson, Q.C., M.P., thanking the Executive Committee for their timely support of his Bill relative to the age of half-timers.

Letter from Ashton-under-Lyne School Board relative to the time allowed by the rules for sending in nomination papers and voting papers.

Letter from Ystradfodwg School Board, dated April 15th, relative to Executive Committee.

Letter from Mr. W. E. Rowcliffe, dated April 7th, relative to the appointment of a Solicitor or Parliamentary Agent.

Resolved.—That the Executive Committee regret they are unable to accede to Mr. Rowcliffe's proposal.

Resolved.—That the next meeting of the Association be held in London, on May 16th, at 10.30 a.m.

THE

SCHOOL BOARD GAZETTE.

VOL. I. JUNE, 1899. No. 6.

Loans.

THE cost of the interest on, and the repayment of loans, is a most important factor in School Board finance. The amount of the provision of Board Schools necessary for the requirements of a district bears no kind of fixed ratio to the rateable value. Many School Boards know from painful experience how small an amount a penny on the rates yields on the rateable value of their districts, and it frequently happens that the poorest localities are those which are called upon to make the largest provision of Board School accommodation. The same is true also of other departments of local administration. Local rates are becoming so high in many places that remedies, more or less possible, are being loudly demanded, and it will soon be a matter for statesmen to seriously consider how it is possible to relieve the burdens of local taxation. One direction in which something could be done would be the provision of means by which money at the lowest possible rates of interest may be provided for the loans required by the School Boards. With the view of keeping down the rates, a Corporation may easily curtail many branches of municipal adventure, but a School Board is helpless—the requisite amount of school provision must be kept up; and the Board cannot undertake commercial enterprises such as the supply of gas, water, and tramways, which, whilst necessary for the welfare of the inhabitants of a town, at the same time partake of the nature of commercial undertakings, and are capable of yielding large money profits to the ratepayers. Hence it is not unreasonable to contend that of all local authorities requiring loans

for permanent works the School Boards have the greatest claim upon the Government for consideration. With consols, paying 2½ per cent., standing at £105, it should not require a great amount of financial ability for the Treasury to devise means by which School Boards may obtain money at much lower rates of interest than those now payable. Seeing that the same locality has to bear the cost both of municipal and School Board loans, it is difficult to explain, on any basis of justice, why the Corporation should be able to get its loans at even less than 2½ per cent. in some cases, and the School Board should be deprived of the same opportunities—in both cases plenty of money being available in the open market. In some districts the Town Councils have been willing to obtain money for the School Boards; but this is not universal, as many Town Councils object to increase the amount of their indebtedness by the addition of loans for other authorities. Whilst there are many inequalities in the price at which towns can obtain money for municipal purposes, London, Liverpool, and Manchester, for example, being able to get loans at lower rates of interest than smaller towns, consequently the ratepayers of the larger towns have less to pay than their smaller neighbours for the obligations which the Legislature has cast upon all alike.

The Government is constantly in the market buying Consols for the purpose of investing the deposits of the Post Office Savings Bank—forcing higher and higher the price of a form of investment which Trustees are obliged to secure, and thus diminishing the incomes of many small legatees who derive their means from money held in trust—whilst a higher rate of interest could be obtained from local loans, and a considerable relief be given to local taxation. We are aware that there may be some difficulties in the way of tying up for a long term of years the whole of the Savings Bank deposits—and that a time of crisis might easily arise when available money would be required to meet an exceptional demand by the depositors—but, looking to the vast accumulation of funds now in the Savings Bank, it would be perfectly safe to invest a proportion in the way described. Then, there is also the case of the Trustees Savings Banks with large funds—all of which have now to be lodged with the Government. By "The Trustees Savings Bank Act, 1863,"* the Trustees had power to invest depositors' money,

* "Nothing in this Act contained shall extend to prevent the trustees of any Savings Bank already established, or to be established, receiving any sum or sums

beyond the statutory amount, which such depositors' account might ordinarily reach in other securities, and many depositors whose accounts had reached the limit of the amount on which the Trustees could pay interest, were willing to invest further sums through the agency of the Savings Bank. "The Savings Bank Act, 1891,"* repealed this power of subsidiary investment, and now the Trustees Savings Banks are unable to lend money to School Boards.

Although this is the case in England it is not so in Scotland, where the Trustees of Savings Banks, under a recent statute, enjoy the power of lending monies to Local authorities†. An Act conferring similar powers of investment upon English Trusts would, undoubtedly, be of great assistance to local authorities able to offer the highest security for the repayment of loans. The vastness of the resources for local loan purposes, even if only a portion of the money were invested, is shown by the following amounts now standing to the credit of depositors in the Post Office and Trustees Savings Banks :—

Amount in the Post Office Savings Bank (31st December, 1897)	£105,255,252
Amount in the English and Welsh Trustees Savings Banks (20th November, 1897)	30,697,736
Total	£135,952,988

The total amount of loans raised by School Boards in England and Wales (1870-1897) is £34,253,086, and the

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of money from any depositor for any purpose except to be paid into the Bank to the account of the Commissioners for the reduction of the National Debt, and it shall be lawful for such trustees to apply any such sum or sums of money in any other manner for the benefit of the several depositors according to rules and regulations of such Savings Banks respectively, anything in the said hereby repealed Acts or in this Act contained to the contrary notwithstanding."—"*Trustee Savings Banks Act*, 1863," *Clause* 16.

* The power of a Trustee Savings Bank to make investments (hereinafter referred to as special investments) in pursuance of section sixteen of the Trustee Savings Banks Act, 1863, shall be subject to the following restrictions, namely :—

(*c*) The money received for investment after the commencement of this Act shall not be invested in any manner not for the time being authorised by law in the case of investment by trustees, and shall not be invested on mortgage of land or any interest in land.—"*Savings Bank Act*, 1891," *Clause* 10 (*c*).

† In addition to the powers of investment conferred upon trustees by the third section of the Trusts (Scotland) Amendment Act, 1884, trustees under any trust may, unless specially prohibited by the constitution or terms of the Trust, invest the Trust funds :—

(*a*) In the purchase of redeemable stock issued, under the Local Authorities Loans (Scotland) Acts, by any local authority in Scotland ;

(*b*) In loans on bonds, debentures, or mortgages secured on any rate or tax levied under the authority of any Act of Parliament by any local authority in Scotland authorised to borrow money on such security.—"*Trusts* (*Scotland*) *Amendment Act*, 1884," *Clause* 3 (*a*, *b*).

amount of unpaid principal on the 29th September, 1897, was £27,176,525. The total amount of expenditure of all kinds by these School Boards was, for the year ended 29th September, 1897, £10,092,054. Of this there went for Repayment of Instalments of Loans £645,342, and for interest £914,440, a total of £1,559,782. This is equal to 15·4 per cent. of the whole expenditure, or 31·7 per cent. of the total amount of the School Board rates. The time of repayment of School Board Loans is, as a rule, 50 years—the exception being those Boards who borrow for 30 years, and those where, as in the cases of iron buildings and works of a less permanent character than the Ordinary Schools the loans are only granted for shorter periods. The main causes of loan expenditure on the part of the Boards is, of course, the provision of school accommodation. Some Boards have built Industrial Schools—and special schools for blind, deaf, or feeble-minded children, whilst in a few cases there have been contributions made by Boards out of loans towards the erection of Industrial Schools by voluntary bodies, who, under special arrangements, have set apart accommodation in their schools for the use of the Boards so contributing. In addition, some Boards have built offices.

In the obtaining of loans, it may be said that the Boards have choice of three methods of raising money :

(*a*) By direct borrowing in the open market by way of mortgages issued by the Board for short periods, all such mortgages being repayable within the period covered by the consent of the Education Department, or Home Office, in the case of loans for Industrial Schools, the amounts of these mortgages going to make up the total loan required ;

(*b*) By arrangement with an Insurance Company, Corporation, or some other public body, such as the Ecclesiastical Commissioners, by which the whole loan is advanced in one sum at a given rate of interest and on a stated method of repayment of principal, either by equal annual instalments or by an annuity covering both principal and interest ;

(*c*) By loans from the Public Works Loan Commissioners—repayable in periods not exceeding 50 years at rates of interest varying from $2\frac{3}{4}$ to $3\frac{1}{4}$ per cent. per annum—the rate of interest rising with the extension of the period beyond 30 years ;

In looking to these three methods of repayment, the first (*a*)

may be said not to be capable of general adoption, seeing that against such loans sinking funds have to be created and the money so set apart must be invested in Consols, or other Funds which can be used by Trustees, a form of investment of the sinking fund which, with $2\frac{3}{4}$ per cent. standing at £108, would not turn out a remunerative arrangement for the borrower. There are also other manifest objections to the raising of small amounts in terminable mortgages; objections from an administrative point of view, sufficiently cogent in themselves, but not here necessary to dilate upon, as the expense of forming a sinking fund would be a sufficient objection to the arrangement being largely adopted. The second method (*b*) is the one generally adopted by School Boards desirous of spreading the repayment of loans over a period of 50 years in order to reduce the pressure upon the present generation of ratepayers—because that the rate of interest charged by the Public Works Loan Commissioners for the longer periods are much higher than the rates at which money can be obtained from the sources enumerated under (*b*). The Boards are unfortunately somewhat restricted in their opportunities for borrowing money seeing that the ordinary investor does not care to have his loan to the local authority repaid by annual instalments, and as a rule likes to lend his money for short periods. Hence the Boards have mainly to look to corporations and public bodies with surplus money to invest. The third method *(c)* is the one which should be available for all boards to adopt. The present rates of interest charged by the Public Works Loan Commissioners are comparatively high for loans beyond the 30 years period of repayment, and undoubtedly have been fixed with the view of recouping the Commissioners for certain bad debts made in the past, *i.e.*, the boards are paying for certain public bodies who have not been able to redeem their loans. This was the main cause which maintained even the higher rate of interest charged prior to 1896, when a declining demand for loans from the Commissioners coupled with certain representations made to the Chancellor of the Exchequer caused the Commissioners to reduce their rate of interest for new loans. The higher rates were maintained for loans previously obtained and boards were practically refused the privilege of repaying loans granted at these high rates by money raised by new loans to be obtained in the open market.

The 50 years limit should be granted without advance in the rate of interest, and $2\frac{3}{4}$ per cent. is an ample rate to charge for the use of the money, and provide an ample margin for the office expenses of

the Commissioners. By the present system a Board which is obliged to spread the repayment of loans over a period of 50 years is penalised by reason of its very necessity. The following figures illustrate this very fully. The calculation shows what a Board has to pay in interest for a loan repayable in 30 years, compared with the like payment for a loan of 50 years, calculated both on the plan of the equal half-yearly instalment of principal with interest on outstanding balance, and also separately on the annuity system of repayment. It will be seen by the figures that the latter system, although it has advantages, is, on the whole, a more costly one for the borrower.*

Statement A, showing the repayment of a loan of £10,000 with interest at 2¾ per cent. in 30 years, and at 3¼ per cent. in 50 years, by equal half-yearly instalments of principal with interest on the balance owing.

	30 years at 2¾ %.	50 years at 3¼ %.
Half-yearly payment on account of principal	£166 13 4	£100 0 0
First half-yearly payment on account of interest	†137 10 0	‡162 10 0
Total amount paid during the period	£14,193 15 0	£18,206 5 0

The first half-yearly payment for the loan of 50 years is less by £41 13s. 4d. than the loan of 30 years, but the total amount paid in interest in the longer period is £8,206 5s. 0d., as against £4,193 15s. 0d. for the shorter period.

Statement B, shewing the repayment of a loan of £10,000 with interest at 2¾ per cent. in 30 years, and at 3¼ per cent. in 50 years by half-yearly payments by way of annuity.

* In deciding, therefore, as to which of these methods is appropriate to any particular case, regard should be had to the nature of the work to be executed with the loan, the benefit to be derived from it, and the district or security to be charged with the repayment. In the first case, the burden of repayment is comparatively heavy in the earlier periods of the loan, and decreases from year to year. Assuming, therefore, that an appropriate period has been prescribed for repayment, the distribution of the burden would be to some extent in proportion to the benefits which the ratepayers from time to time might be expected to derive from works subject to a relatively rapid deterioration. The effect of the second method is to distribute the repayment in equal proportion upon the rates throughout the period sanctioned. This is an arrangement which is always very attractive at the time of borrowing, and indeed there is much to be said in its favour where the loan is applied in executing works of a comparatively durable character. It should not be forgotten, however, that for the relief which is thus afforded in the earlier periods of the loan, a price has to be paid in the shape of additional interest. Moreover, no relaxation from the burden of repayment takes place throughout the whole of the period, and this burden may often act as a hindrance to other useful works being undertaken. The simplicity of the instalment method may also be urged in its favour, the periodical payments of principal and interest being quite easy of calculation.—*Archer's Tables for Repayment of Loans*: Shaw & Sons, London. Pages 51 and 52.

† This amount decreases each succeeding half-year by £2 5s. 10d.

‡ This amount decreases each succeeding half-year by £1 12s. 6d.

	30 years at 2¾ %.	50 years at 3¼ %.
Half-yearly payment, including interest	£245 16 8	£203 0 5
Total amount paid during the period	£14,750 0 0	£20,302 1 8

Although the half-yearly payment in the case of a loan for 50 years is £42 16s. 3d. less than a 30 years' loan, the total amount paid in interest is £10,302 1s. 8d. for the longer period, as compared with £4,750 for the shorter period.

The whole question of loans for school buildings is one which calls for the earnest attention of School Boards, with the view of inducing the Government to increase the opportunities for enabling Boards to obtain money at rates of interest more nearly approaching the market value of money. We have endeavoured to show here the source from whence this help might be obtained, and we commend the whole question to the most careful consideration of all who are interested in the economical administration of education.

Notes.

THE attendance at the Annual Meeting of the Association, held last month, was larger than that of any previous meeting, and taxed the resources of the St. Martin's Town Hall to their utmost extent.

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There was a very large vote for the election of the officers and for the members of the Executive Committee. The whole of the officers were re-elected. There are some slight changes in the membership of the Executive Committee; the new members being Mr. W. L. Daniel, Chairman of the Merthyr Tydfil School Board, and the Rev. E. F. M. MacCarthy, Chairman of the Birmingham School Board. Particulars of the votes given for the whole of the representatives nominated, either as officers or as members of the Committee, are printed at the conclusion of the verbatim report of the proceedings of the Annual Meeting given in this number.

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After the preliminary proceedings, the President delivered an address to the Association, pointing out that it now numbered 289 Boards, embracing within their several districts a population of 14,600,000, out of 20,000,000 under the administration of School Boards throughout the country. In connection with the membership of the Association, it is well to remember that although there are something like 2,400 School Boards in England and Wales, there are only 423 Boards with populations of more than 5,000, the majority of the remainder being small Boards for rural parishes. Hence it follows that the 289 Boards in the Association embrace practically the whole of the great School Boards of the country, and represent a considerable majority of the population in School Board districts.

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The representatives present at the meeting of the Association appeared to be of one mind when they cheered the President's references to the disastrous operations of Clause VII. The President referred to the recommendation of the Executive Committee of the Association with regard to the

agreement with the Councils of county boroughs in connection with the constitution of any separate local authority that might be formed for secondary education, and, in alluding to the difficulty which exists in administrative areas, he drew serious attention to the very natural desire of the Councils of non-county boroughs not to have their identity extinguished by being absorbed in the administrative areas, seeing that in every department of municipal enterprise, except that of technical education, these non-county boroughs enjoy complete independence.

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The President concluded his reference to this subject of the constitution of local authorities for secondary education in urban and rural districts by summing up what is, no doubt, the firm resolution of all members of the Association, namely, that whatever have been the obstacles recently put in the way of the progress of School Boards, or whatever may be the want of recognition of their work—particularly in connection with higher grade schools and the teaching of science and art—it is not the intention of the Boards to sit quietly by whilst the work they have achieved shall be dissipated by the constitution of a local authority in which they are not proportionately represented.

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There is no doubt also that the President struck the right note when he referred to the recent proceedings of the Science and Art Department in connection with higher education in Board Schools. He said what has often been stated before, but which cannot be too often repeated, namely, that the higher grade schools have been initiated and carried on by the school boards, that they have supplied a need and a place in education not filled by any other agency, or in the words of the Report of the Royal Commission on Education, "these schools have risen to meet a legitimate demand, and admit of correlation and development, but not of abolition or even repression." The advantages to the community of these higher grade schools were fully recognised in the President's address, and he earnestly pointed out that if the School Boards were called upon to curtail or diminish their operations in a branch of work which they have made peculiarly their own, such surrender would be followed by irreparable injury to the industrial classes, and to the community at large. Primary education cannot be

severed from secondary education. The primary school and the secondary school must work together, or the whole system of public education in this country will suffer, and other nations will continue to reap at our expense the reward of the exertions they have made in connection with the furtherance of education. The President went on to endorse the statement made in connection with this subject in the important article which appeared in the April number of the *Gazette*, and emphasised the contention that School Boards are not only justified in the action they have taken, but are really carrying out the wishes of the country in the developments they have effected during many years, with the entire approval of the Education Department, in the establishment of higher grade schools and in the laying down upon sure foundations of a wise system of evening continuation schools, which must, to quote the words of Sir George Kekewich, provide "secondary education for the mass of the people."

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The agenda paper of the meeting was one of considerable interest, and the whole of the discussions on the various recommendations of the executive in connection with the notices of motion were thoughtful and suggestive. The points made were readily grasped by the representatives present, many of whom were men and women with a practical acquaintance not only of school board work but of all departments of local administration. The whole of the recommendations of the Executive Committee were, with slight amendments, adopted — the first dealing with the modification of the arrangement with the councils of county boroughs relative to the proposed local authorities for secondary education, by which it was conceded to the councils of such boroughs that they should nominate a bare majority of the proposed local authority, was carried on a vote by 179 to 140 against an amendment moved by Mr. Kenrick, of Birmingham, to refer the recommendation back to the Executive Committee.

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The elaborate statement on the pupil teacher system prepared in connection with the recent report of the Departmental Committee on pupil teachers was adopted with a slight emendation, to prevent the much needed extension of training college accommodation being narrowed to residential training colleges only. Canon Moore-Ede very well pointed out that

there may be cases, as on Tyneside, where it is hoped that School Boards may have training college accommodation by making arrangements with existing local colleges without entering into the question of residence. The recommendation of the executive was amended by describing the new colleges as residential or otherwise.

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It was decided to support the Summary Jurisdiction Bill as it was originally introduced into the House of Commons at the beginning of the session. It is understood, however, that amendments are likely to be introduced which will considerably minimise the merits which the Executive Committee saw in the proposed simplification of the law as affecting the recovery of penalties inflicted by a Court of Summary Jurisdiction.

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The Executive Committee are in entire sympathy with the Bristol School Board in desiring that further legislation should be obtained with regard to the control of vagrant children, but, in considering this matter, they have been careful to remember the danger that if such children have to be dealt with under the Industrial Schools Acts, it may be at the main expense of the large towns, seeing that the school attendance authorities of rural districts are very reluctant to burden the rates with the cost of children sent to Industrial Schools. The recommendation of the Executive Committee to the effect that the proposal to deal with vagrant children be approved, subject to the cost becoming an imperial charge, was amended on the motion of Mr. J. Hy. Woodward, one of the Vice-presidents, who moved the substitution of the following :—"That in view of the large number of juvenile tramps, who, by reason of their nomadic habits, are practically outside the scope of the existing Education and Industrial Schools Acts, and are growing up in ignorance and vice, the Association of School Boards hereby instructs its Executive Committee to memorialise the Secretary of State for the Home Department to promote such legislation as shall enable local authorities to promptly and effectually deal with the children of tramps. Further, that the Executive Committee be empowered to petition Parliament in favour of any Bill that may be introduced which, in the opinion of the executive, would be likely to attain the object in view." It

will be seen that under this amendment, which was carried, the Executive Committee have full power to take action with reference to any Bill that may be introduced into Parliament.

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There is an omission in the Elementary Education (Blind and Deaf Children) Act, 1893, in connection with the inclusion of children who are dumb only. Probably the difficulty has not been raised in many districts, but it is certainly well that legislation should be clear on this point. The recommendation of the Executive Committee was unanimously agreed to.

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The question of the Rules of the Association led to an animated discussion as to what are the objects of the Association. The Executive Committee had proposed that words should be inserted in the preamble to the Rules to the effect that the primary object of the Association is to uphold and preserve the powers conferred upon School Boards by Act of Parliament. An amendment was moved by Col. Morrison, of Liverpool, who was of opinion that words should be added to Rule II. stating that the object of the Association was for the advancement of education, and to uphold and preserve the powers conferred on School Boards by Act of Parliament. In opposing the amendment, the Chairman of the Birmingham School Board, the Rev. E. F. M. MacCarthy, pointed out that the sole purpose for which the Association exists is to maintain the powers of School Boards, and it was in order that this might be clearly understood that the addition to the Rules was proposed. Mr. MacCarthy said: "We are here representing School Boards and they have been threatened more than once. That is our flag—School Boards everywhere, and of the best possible kind." The amendment was lost, and it was resolved to amend the Rules in the direction suggested by the recommendation of the Executive Committee.

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After the adoption of the Balance Sheet, the report of the Executive Committee was accepted as a whole subject to the amendments which had been agreed to, and the first session of the sixth meeting of the Association came to an end.

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The proceedings were resumed on Wednesday morning with the consideration of the question of the cost of deaf and blind children as it affects poor School Board districts. The matter was very clearly brought before the meeting by Mr. H. Brockhouse, of the West Bromwich School Board, and Mr. G. H. Dean made an effective speech on behalf of the small School Boards in rural districts, pointing out that there were places where a 1d. rate only realised £5, and that it was very difficult for such boards to go to the cost of providing the special education required for blind or deaf children. Mr. Palin, of Portsmouth, in a rousing speech, very strongly objected to School Boards relegating educational matters to either County Councils or Rural District Councils, and he moved an amendment to the effect that the whole question be referred to the Executive Committee with the view of devising means by which relief may be given in respect to the excessive financial burden now imposed upon School Boards. The amendment was carried.

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The question of mentally deficient children, which is now receiving considerable public attention and which we hope will form the subject of a Bill to be introduced into Parliament during the present session, next engaged the attention of the representatives. A further development of this important department of School Board work was embraced in the resolution passed upon this subject, instructing the Executive Committee to consider and report on the subject of securing better provision for the training and maintenance of children of weak intellect.

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There are probably no two districts in which the rating of Board Schools for poor law and other purposes is conducted in the same way. In some districts, notably in the north, Board Schools are only rated at a nominal amount, whilst in London and in many other large towns the ratable value is arrived at by the creation of a hypothetical rent reached by reckoning interest on cost of provision. On the motion of Mr. Adams, of Tottenham, a resolution was carried relative to the unjust and inequitable treatment of School Boards in this matter, the argument being that as voluntary schools are exempt, the same exemption should be granted

to Board Schools. Some of the intricacies of local taxation and the incidence of rating were brought before the meeting in the speech of the mover of the resolution, and by Mr. Palin, of Portsmouth.

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An attempt to extend the number of representatives which might be sent to the annual meeting was made. The proposition was that all boards in the Association might send two delegates to the Annual Meeting. This did not, however, meet with the approval of the majority of the representatives present, it being thought that one delegate was quite sufficient for each of the small boards. One difficulty in connection with the enlargement of the representation is that probably, as was pointed out by one of the delegates, it would be impossible in London to find a suitable place of assembly except in the Albert Hall.

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The question of electoral districts for the election of the Executive Committee was brought forward by Mr. J. W. Jones, of Swansea. Ultimately, it was decided to again instruct the Executive Committee to prepare a scheme whereby England and Wales shall be equitably represented on the Executive Committee.

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An attempt to obtain a relaxation of the rule of the Education Department regarding the vaccination of pupil teachers did not meet with the approval of the representatives.

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Resolutions were passed with regard to the issue of the results of the Queen's Scholarship Examination, the payment of grants by instalments to public Elementary Schools, and Mr. Moss, of Sheffield, brought up the resolutions of the Association, regarding the law of school attendance, which had been passed at previous meetings. A resolution was adopted empowering the Executive Committee to arrange for deputations to wait upon the Central Authorities dealing with education, in order to urge the pressing necessity there is for early legislation, simplifying and extending the present intricate laws of school attendance. We have printed on page 479 of this number of the *Gazette*, the various resolutions which have been passed by the Association on this important subject.

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A modification which it should not be difficult to obtain, but which would save a considerable amount of trouble in School Board Offices, namely, that it shall not be necessary for a new form of agreement to be issued in the case of pupil teachers transferred from one school to another under the same management, was passed, with the addition of a recommendation that teachers who have not obtained their parchment certificates shall not suffer delay in obtaining their certificates in cases where they are transferred from one school to another under the same management during the qualifying period.

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A resolution with regard to the necessity of legislation being obtained to protect overworked school children concluded the proceedings of the annual meeting of the Association.

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It is gratifying to note that the whole of the proceedings were got through with considerable despatch, although the discussions were not unreasonably curtailed, and that the best possible feeling prevailed during the whole of the meetings.

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Looking to the extension and increased value of the work that the Association is now doing for School Boards, there is reason to believe that the next annual meeting will see a considerable increase in the number of boards enrolled in the Association and enjoying the many and considerable advantages obtained from unity of action in matters concerning the administration of public education in this country.

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A Bill for the provision of Secondary Education has been introduced into the House of Commons by Mr. Evelyn Cecil and other members. It deals both with central and local authorities. A Parliamentary Secretary and Under Secretary to be appointed. The Science and Art Department is to disappear. The Secretary for Education is to decide with regard to the limits of Elementary and Secondary Education. We shall deal with the whole of the provisions of the Bill in our next number.

Association of School Boards (England and Wales).

THE sixth annual meeting of the Association was held on Tuesday and Wednesday, the 16th and 17th May, at St. Martin's Town Hall, Charing Cross Road, London, THE DEAN OF MANCHESTER presiding.

The following is an official list of the representatives appointed by their respective Boards :—

Aberavon, Rev. Henry Morris, Rev. J. Foulkes. *Aberdare*, Mr. D. P. Davies, Mr. John Morris. *Acton*, Mr. W. Bolton, Rev. G. S. De Sausmaurez, *Allerton Bywater*, Mr. Charles Bickerdike. *Alverthorpe with Thornes*, Mr. Chas. Hy. Marshall. *Anstey*, Mr. A. H. Burgess. *Ashton-under-Lyne*, Mr. John Hulme, Lieut.-Col. Pearson. *Aston*, Mr. Robert Perks Yates, Rev. Frederic Moore, Mr. Thomas G. Pratt. *Atherstone*, Miss E. J. Vero. *Bacup*, Mr. Joshua T. Hoyle, Mr. James Ashworth. *Baildon*, Mr. John Whitaker, Mr. T. W. Padgett. *Banstead and Kingswood*, Mr. W. P. Clark, Mr. W. S. J. Brown. *Barnsley*, Mr. R. Chapman, Mr. J. Hirst. *Barrow-in-Furness*, Rev. Edward Caffrey, Rev. Edmond Francis Crosse, Mr. W. Hutchinson. *Barry*, Dr. P. J. O'Donnell, Rev. W. Williams. *Bath*, Mr. J. W. Morris, Mr. W. P. Workman, Mr. H. A. Simmons. *Batley*, Mr. E. Talbot, Mr. T. J. Thompson. *Beard, &c.*, Mr. E. Godward. *Bedford*, Rev. George Penman, Rev. James Twamley. *Bedwellty*, Mr. J. D. Thomas, Mr. Charles Dauncey. *Belper*, Mr. George Brown, Mr. Geo. T. Terry. *Bexley Heath*, Mr. T. B. Sandercock, Mr. J. R. Callow. *Bingley*, Rev. Jos. Martin, Mr. Richard Garnett. *Birkenhead*, Rev. A. Knox, Mr. Edward Williams, Mr. Robert T. Jones. *Birmingham*, Rev. E. F. M. MacCarthy, Mr. G. H. Kenrick, Mr. J. A. Palmer. *Blackburn*, Rev. J. Arthur Rushton, Mr. Edward Cooper, Mr. Nicholas Taylor. *Bodmin*, Mr. Robt. L. S. Roscorla, Mr. William J. Adams. *Boldon*, Mr. John Old. *Bolehall and Glascote*, Rev. Wm. McGregor. *Bolton*, Rev. J. Worsley Cundey, Mr. William Brimelow, Mr. Geo. R. Rothwell. *Bootle*, Mr. Joshua W. Scholefield, Mr. F. K. Wilson. *Bradford*, Mr. William Claridge, Mr. Slingsby, Mr. G. Driver, Mr. Thomas Garbutt. *Brading*, Rev. Canon Whitby, Mr. H. C. Grapes. *Brighton*, Mr. W. Stevens, Sir J. Ewart, Mr. John Carden. *Brimington*, Mr. G. A. Eastwood. *Bristol*, Mr. C. J. Love, Mr. J. Henry Woodward, Mr. Wm. Avery Adams. *Briton Ferry*, Mr. Jenkin Hill. *Bromley*, Mr. C. W. Gedney, Mr. G. Loly. *Burnley*, Mr. W. C. Hargreaves, Mr. Henry Bulcock, Mr. E. Jones. *Burradon*, Mr. Alexander Bolton. *Burslem*, Mr. George Wade, Mr. William Sutton. *Burton-on-Trent*, Mr. Henry E. Bridgman, Mr. William N. Graham. *Cardiff*, Mr. Lewis Williams, Mr. J. Ll. Treharne, Mr. J. J. Jackson. *Carlton*, Mr. Wm. Whitehead, Mr. E. Browne. *Carnarvon*, Mr. William Griffith Thomas. *Castleford*, Mr. Thomas Beevers, Mr. Gabriel Dando. *Caverswall*, Mr. H. Mason. *Chigwell*, Mr. John Conquest, Rev. J. R. Legge. *Chiswick*, Mr. E. C. Boville, Rev. J. Holmes. *Clay Lane*, Mr. W. B. M. Jackson, Mr. A. Milner. *Clayton*, Mr. Asa Briggs. *Clayton and Keymer*, Rev. T. H. R. Shand, Mrs. J. M. Bridge. *Clyne*, Mr. W. B. Trick. *Cockett*, Rev. John Davies, Rev. A. E. Evans. *Coedfranc*, Mr. William Howell. *Colne*, Rev. Thomas Leyland, Mr.

Henry Hartley. *Coventry*, Mr. F. Bird, Mr. L. S. Booth, Mr. C. J. Band. *Cromer*, Mr. John B. Hudson. *Crook*, Mr. James Leonard, Mr. George Lauder. *Croydon*, Col. Iredell, Mr. Alexander Langlands, Mr. Barrow Rule. *Chesterfield*, Mr. Joseph Edwd. Clayton, Mr. Charles John Kerslake. *Dalton-in-Furness*, Mr. William Kellett. *Darlington*, Mr. John Thompson Hall, Mr. F. R. Steavenson. *Dartford*, Mr. Joseph Acworth, Mr. David Micah. *Darwen*, Rev. W. G. Procter, Rev. R. Nicholls. *Deeping St. James*, Mr. Samuel Morton. *Derby*, Mr. William Bemrose, Sir T. Roe, Mr. William Cooper. *Devonport*, Rev. W. H. Allin, Mr. James Stevens, Mr. J. P. Goldsmith. *Dewsbury*, Rev. Charles Payne, Mr. S. G. Bibby. *Draycott*, Mr. William Hart. *Drighlington*, Mr. J. H. Lord. *Dukinfield*, Rev. David R. James, Rev. William Titterington. *East Dereham*, Mr. H. H. Aldiss, Mr. C. B. L. Norgate. *East Grinstead*, Rev. Douglas Y. Blakiston, Mr. Samuel Jenks. *East Ham*, Rev. R. S. Blair, Mr. W. J. Brett. *Eastleigh*, Rev. R. C. M. Harvey. *Eccleshill*, Mr. J. A. Thistlethwaite, Mr. J. Mellor. *Eckington*, Mr. Cornelius Pollard, Mr. Albert Edward Hall. *Edmonton*, Dr. W. B. Benjafield, Mr. John Moule. *Enfield*, Rev. H. Storer Toms, Mr. N. Hepworth. *Eston*, Mr. Hugh Wilkinson, Mr. James Webb. *Far Cotton*, Mr. John Webb. *Farnham*, Mr. C. Gould, Mr. E. Kempson. *Featherstone*, Mr. A. Higgins, Mr. H. S. Rogers. *Fenny Stratford*, Mr. Thomas Best. *Finchley*, Mr. H. Laming, Mr. W. F. Sayer. *Fleetwood*, Mr. Thomas M. Wearing, Rev. Amos Bailey. *Foleshill*, Mr. William Hartlett, Mr. George Thorpe. *Folkestone*, Mr. S. Penfold, Mr. George Spurgen. *Gateshead*, Rev. Canon W. Moore-Ede, Mr. Robert Affleck, Mr. E. J. Harding. *Gillingham and Grange*, Mr. H. Gibbs, Mr. W. B. Thompson. *Glencorrwg*, Rev. Evan Davies. *Golcar*, Mr. William Crowther, Mr. David James Bailey. *Goole*, Mr. J. H. Stevens, Mr. H. Lindley. *Gravesend*, Mr. H. D. Stephenson, Mr. Edward Lovell. *Grays Thurrock*, Mr. T. R. Hall, Mr. J. Edmead. *Greasley*, Mr. William Smith, Mr. Robert Vickers. *Great Yarmouth*, Mr. Robert Bell, Mrs. M. E. Leach. *Griffithstown*, Mr. David Ellis Williams. *Grimsby*, Alderman Dobson, Mr. Jas. Whiteley Wilkin, Mr. Douglas Chandler. *Halifax*, Archdeacon Brooke, Mr. Alfred Seed, Mr. W. H. Ostler. *Handsworth*, Rev. T. S. Cave, Mr. Thos. H. Moon. *Hanley*, Mr. Richard H. Read, Mr. Thos. Wm. Harrison, Mr. John Hodder. *Harrow*, Rev. A. J. W. Bach, Mr. Arthur Fillmore. *Hastings*, Mr. William Ransom, Mr. J. H. Tendall, Mr. J. C. Burrell. *Hebden Bridge*, Mr. J. H. Thorpe. *Heckmondwike*, Mr. Frank F. Smithson. *Helpstone*, Rev. J. Thomas. *Heworth*, Mr. John Simpson, Mr. George Bolam. *Hedworth, Monckton, and Jarrow*, Mr. W. Jackson, Dr. J. J. Weir, Mr. T. H. Spencer. *Heston*, Col. M. McNeill Rind, Rev. T. O'Sullivan. *High Ongar*, Rev. J. H. W. Lewis. *Hinckley*, Mr. George Bott, Mr. Frank Goode. *Holyhead*, Mr. Thomas Williams, Mr. R. E. Pritchard. *Holywell*, Mr. Frederick Llewellyn Jones, Mr. W. H. Roberts. *Hornsey*, Mr. James Butler, Rev. J. H. Greaves, Mr. Stanley Hodson. *Horsham*, Rev. A. F. Young, Mr. Jas. Harrington. *Horwich*, Mr. Chas. F. Ainsworth, Mr. Henry I. Cooper. *Houghton Regis*, Rev. J. T. Frost. *Hoyland Nether*, Mr. Mark T. Kenworthy, Mr. George Joshua Earnshaw. *Huddersfield*, Rev. Dr. Bruce, Mr. Owen Balmforth, Mr. George Gaunt. *Idle*, Mr. J. Stringer, Mr. John Garnett. *Ilford*, Mr. W. H. Wiskar, Mr. H. C. Barry. *Ilkeston*, Mr. Frederick Chambers, Mr. H. Wright Lissett. *Ipswich*, Mr. Lewis Moir, Mr. Alan Turner, Mr. J. Hepburn Hume. *Isleworth*, Mr. W. Wisdom, Mr. W. Funge. *Keighley*, Mr. Jonas S. Cockshott, Mr. John Jeremy Brigg. *Kempston*, Mr. Edwin Ransom. *Kettering*, Mr. D. F. Gotch, Mr. Chas. W. Stringer. *Keyworth*, Mr. Andrew Pike. *Kidderminster*, Rev. Sydney Phillips, Mr.

Peter Adam. *Kidderminster* (*Foreign*), Mr. W. H. Talbot. *Killamarsh*, Mr. George Whiting. *Kingston-upon-Hull*, Mr. Wm. R. Locking, Mr. Geo. Belt, Mr. D. John O'Donoghue. *Kingswinford*, Rev. R. H. Streeten, Mr. Enoch Cartwright. *Kingswood & Oldland*, Mr. Sidney Fussell, Mr. William Haskins. *Kirkby-in-Ashfield*, Mr. John Tomlinson, Mr. Joseph Barke. *Leeds*, Mr. G. J. Cockburn, Rev. J. Longbottom, Mr. W. Packer. *Leicester*, Mr. Alexander Baines, Rev. J. T. Coward, Mr. Thomas Groves. *Leyton*, Mr. E. J. Davis, Mr. W. R. Waller. *Linslade*, Rev. C. E. Dandridge. *Liverpool*, Rev. Canon Major Lester, Col. G. H. Morrison, Mr. E. M. Hance. *Liversedge*, Mr. Wm. Mills, Mr. Chas. B. Bateman. *Llanelly* (*Carmarthen*), Mr. J. Allen Williams, Mr. Ifor W. Watkins, *Llangeinor*, Rev. J. Hughes, Mr. T. H. Job. *Llansamlet Higher*, Rev. J. Williams, Mr. A. H. Thomas. *Llantwit Lower*, Mr. David Rees. *Llanvihangel-Pontymoile and Mamhilad*, Mr. Thos. Watkins. *Llanvrechva*, Mr. George Edwards. *Llanwonno*, Mr. Thomas Edmunds, Mr. G. A. Evans. *London*, The Rt. Hon. Lord Reay, The Hon. E. Lyulph Stanley, Mrs. Maitland, Mr. Graham Wallas, Mr. J. W. Sharp, Mr. W. W. Thompson, Mr. G. H. Croad. *Long Eaton*, Mr. Alfred Chester, Mr. Joseph Wilson. *Longbenton*, Mr. Geo. Underwood Dodd, Mr. T. M. Sturgess. *Longton*, Rev. J. Fleming, Mr. J. E. Smith. *Loughborough*, Mr. Wm. E. Woolley, Mr. John Peers. *Luton*, Mr. G. Warren, Mr. Wm. Hoyle. *Macclesfield*, Mr. Robert Brown, Rev. David Young. *Manchester*, Very Rev. E. C. Maclure, Mr. E. J. Broadfield, Mr. Charles Henry Wyatt. *March*, Mr. J. T. Aveling, Mr. J. W. Botsford. *Merthyr Tydfil*, Mr. W. L. Daniel, Rev. Ll. G. Williams, Mr. E. Stephens. *Millom*, Mr. John Newton, Mr. W. T. Lawrence. *Mitcham*, Mr. George Thomas Hodges, Mr. Wm. Jas. Dickisson. *Mold*, Rev. Wm. Morgan, Mr. H. G. Roberts. *Morley*, Mr. Charles Scarth, Mr. John Stockdale. *Moss Side*, Rev. W. J. Canton, Mr. W. E. Rowcliffe. *Neath*, Mr. Henry P. Charles, Mr. A. Russell Thomas. *Nelson*, Mr. Howarth Dyson, Mr. W. C. Murgatroyd. *Newbold and Dunston*, Mr. Theo. Pearson, Mr. C. W. Hadfield. *Newcastle-on-Tyne*, Mr. W. R. Plummer, Mr. Johnstone Wallace, Mr. Alfred Goddard. *Newchurch*, Mr. Fred Linington. *Newhaven*, Dr. A. G. Mossop, Mr. E. Bedford. *Newport*, Col. C. T. Wallis, Rev. H. Abraham, Mr. Jno. Hutchins. *Northborough*, Rev. S. G. Short. *Northowram*, Rev. M. Pearson. *Norwich*, Mr. George White, Rev. F. C. Davies, Mr. S. Cozens Hardy. *Northampton*, Mr. James Barry, Mr. Frederick Covington, Mr. Stewart Beattie. *Nottingham*, Mr. Wm. Hunt, Rev. Canon Lewis. Mr. W. J. Abel. *Okehampton*, Major-General E. H. Holley. *Oldham*, Mr. James Middleton, Rev. J. G. French, Mr. J. Rennie. *Orpington*, Mr. William Jones. *Oswestry*, Mr. George Owen, Rev. J. J. Poynter. *Oulton-with-Woodlesford*, Mr. H. Trinder. *Over*, Mr. Thomas Oakes, Mr. James Prince. *Oxford*, Rev. J. Dann, Rev. C. J. H. Fletcher. *Pembrey*, Rev. David Evans, Rev. Jno. Jenkins. *Pleasley*, Mr. J. E. Wilkinson. *Plymouth*, Rev. Prof. F. E. Anthony, Mr. Joseph Pearce Brown, Mr. E. Chandler Cook. *Pontypridd*, Mr. W. M. Jones, Mr. W. J. Powell. *Portsmouth*, Mr. W. E. Duck, Mr. H. Palin, Mr. J. J. Bascombe. *Poulton-cum-Seacombe*, Rev. Canon Weatherhead, Rev. O. T. L. Crossley. *Radstock*, Mr. T. C. Gregory. *Rawmarsh*, Mr. H. Green, Mr. Edgar Corbridge. *Reading*, Col. H. C. E. Ward, Mr. Edward Philip Collier, Mr. Samuel Preston. *Resolven*, Mr. D. Williams. *Rochdale*, Lieut.-Col. Fishwick, Mr. J. Rushworth, Mr. Geo. H. Wheeler. *Rochester*, Mr. John Smith Benton, Mr. Wm. John McLellan. *Rotherham*, Rev. T. Eyre, Mr. T. W. Grundy. *Rothwell and Thorpe Stapleton*, Mr. A. Batty, Mr. A. Marshall. *Royton*, Mr.

Alfred J. Bamford, Mr. Jno. W. Riley. *Ruabon*, Mr. Edwd. Hooson, Mr. J. Denbigh Jones. *Runcorn*, Rev. Canon A. M. Wood, Mr. Jno. W. Lightburn. *Ryde*, Rev. John Shearme, Mr. George Mears. *St. Austell*, Mr. W. T. Lavering, Mr. W. J. Nicholls. *St. Mary Extra*, Rev. Geoffrey Hughes, Capt. A. Platt. *Salford*, Rev. A. H. Dolphin, Alderman Jenkins, Mr. Ogilvie Duthie. *Sandal Magna*, Mr. Joseph Longbottom, Mr. John Leake. *Scarborough*, Capt. E. T. C. Bower, Mr. J. Stephenson. *Sedgley*, Mr. George Ray, Mr. A. H. Pearcey. *Sheffield*, Rev. F. G. Sandford, Rev. T. W. Holmes, Mr. John F. Moss. *Sheerness*, Mr. W. J. Penney, Mr. A. Seymour Baskett. *Shipley*, Mr. Ellis Denby, Mr. John Kendall. *Slaithwaite and Lingards*, Mr. Edgar Woodhead. *Smethwick*, Rev. Geo. Astbury, Mr. Arthur H. Sears. *Soothill*, Mr. Joseph Armitage, Mr. Joseph Croft. *South Gosforth*, Mr. David Hetherington, Mr. Robert Reay. *Southampton*, Mr. W. F. G. Spranger, Mr. J. C. Burbage, Mr. J. Cruickshank. *Southend-on-Sea*, Rev. J. N. Philpott, Mr. Colin Campbell. *South Shields*, Mr. Samuel Morley Peacock, Mr. Robert Reah, Mr. Alfred E. Leete. *Sowerby Bridge*, Rev. Canon Ivens, Mr. Richard H. Whitworth. *Stalybridge*, Mr. S. Sidebottom, Rev. C. Sutcliffe. *Stanton and Newhall*, Mr. Joseph S. Rowland. *Stapleford*, Mrs. Wallis. *Stockton-on-Tees*, Mr. Ellis Pickworth, Mr. Arthur Bainbridge. *Sunderland*, Mr. Peter Wood, Mr. John Jolly Bentham, Mr. T. W. Bryers. *Sutton-in-Ashfield*, Mr. Elijah Pepper, Mr. Wm. A. Plumbe. *Sutton*, Rev. Herbert W. Turner, Rev. Joseph Jones. *Swadlincote*, Mr. Thomas Stacey. *Swansea*, Mr. John William Jones, Mrs. K. Freeman, Mr. A. W. Halden. *Swindon*, Mr. W. H. Stanier, Mr. W. Seaton. *Tallington*, Mr. Geo. H. Dean. *Thornaby-on-Tees*, Mr. C. A. Head, Mr. W. J. Watson. *Thornton-in-Craven*, Rev. L. B. Morris. *Tipton*, Mr. Jas. J. Cox, Mr. Benjamin Matthews. *Toddington*, Mr. John Waugh. *Todmorden*, Mr. John E. Craven, Dr. J. H. Barker. *Tottenham*, Rev. G. Hay Morgan, Mr. Herbert Nield, Mr. J. F. Adams. *Trawden*, Mr. Francis Matlock. *Trevethin*, Mr. John Daniel, Mr. Thomas H. Deakin. *Tynemouth*, Mr. Jno. W. Lambton. *Wakefield*, Mr. H. Beaumont, Mr. J. McInnes. *Walmersley*, Rev. T. Cain, Rev. J. J. Lewis. *Walsall*, Mr. Joseph Thorpe, Mr. Walter Checketts, Mr. E. Evans. *Walthamstow*, Mr. John Higham, Mr. Joseph Barrett. *Walton*, Mr. Spencer Dixon. *Wellingborough*, Mr. John Ekins, Mr. William Hope. *West Bromwich*, Mr. Joseph Lawley, Mr. Henry Brockhouse, Mr. George Fillmore. *West Hartlepool*, Mr. Edwin Harry Davis, Mr. John Robson Smith. *Weston-super-Mare*, Mr. Mark Minifie, Mr. W. B. Lillington. *Whitwood*, Mr. A. C. Briggs. *Widnes*, Mr. H. Wade Deacon, Mr. Frederick Neil. *Wigston Magna and Glen Parva*, Mr. John Wignall, Rev. W. G. Whittingham. *Willenhall*, Mr. J. H. James, Mr. George Baker. *Willesden*, Rev. Dr. H. G. B. Hunt, Mr. W. B. Luke, Mr. W. Vincent. *Willoughby-on-the-Wolds*, Mr. Edwin Arthur Jarratt. *Wolstanton*, Rev. W. Jones, Rev. W. W. Sandford, Mr. Henry Farmer. *Wolverhampton*, Mr. S. Theodore Mander, Mr. J. S. Corbett, Mr. J. F. Robinson. *Wombwell*, Rev. George Hadfield, Rev. R. B. Blakeney. *Worcester*, Mr. Albert Webb, Mr. Martin Curtler. *Workington*, Mr. John Mandale, Rev. R. S. Greene. *Worsbrough*, Mr. Wm. Dutson, Mr. Moses Kenworthy. *Wrexham*, Mr. Thomas Bury. *Yardley*, Mr. Zaccheus Walker, Mr. J. H. Worrall. *Yeadon*, Mr. Henry Walker Long, Mr. Tom Chadwick. *Ystradyfodwg*, Mr. T. Bevan, Mr. W. W. Hood, Mr. W. G. Howell.

The following Boards did not send names of representatives :—Arnold, Benwell, Birkdale, Bishops Castle, Buxton, Cassop-cum-Quarrington, Caterham, Ecclesfield, Forest of Dean, Linkinhorne, Little Ilford, Llandyfodog, Llanelly (Brecon), Llanhilleth, Matlock, Mexborough, Monk

Bretton, Normanby, Prescot, St. Stythians, Shepley, Shevington, Stainland with Old Lindley, Stratton St. Margaret, Thornton, Upper Neath, Washington.

In opening the proceedings the PRESIDENT said: Ladies and gentlemen,—Our first business is to announce the election of officers of the Association. Mr. Hance and Mr. O'Donoghue kindly acted as scrutineers, and they will now divulge to you the secrets of their scrutiny.

Mr. HANCE: For the office of president the Dean of Manchester has been re-elected by 132 votes, the highest number given for any other candidate being 20. For the offices of vice-presidents, Mr. Cockburn, the Hon. E. Lyulph Stanley, and Mr. Woodward have been re-elected by 122, 118, and 56 votes respectively. For the office of hon. treasurer I have to announce my own re-election—(hear, hear)—with 170 votes. The hon. sec., Mr. Wyatt, has, I need hardly say, been re-elected with 171 votes. For the Executive Committee Mr. Daniel is the first with 136 votes—(hear, hear)—and Dr. Bruce second with 133 votes; Mr. Packer (Leeds), 134 votes; Mr. Moss (Sheffield), 127 votes; Canon Moore Ede, 123 votes; Professor Anthony, 121 votes; Mr. Claridge, 114 votes; Canon Lester, 103 votes; Mr. Baines (Leicester), 103 votes; Mr. O'Donoghue (Hull), 102 votes; the Hon. Lord Reay, 99 votes; Mr. Bemrose, 98 votes; Mr. Mander, 97 votes; Sir Thomas Roe, 69 votes; and Mr. McCarthy (Birmingham), 66 votes.

The Minutes of the proceedings of the last two meetings were taken as read.

PRESIDENT'S ADDRESS.

The PRESIDENT: By your kind suffrages I am called now for the sixth time to preside over the proceedings of our very important Association.

It is with great pleasure that I can offer you words of hearty congratulation on the continued increase in our membership. Last year, as you will recollect, we recorded a very considerable accession of members, and since we met here on the occasion of our last anniversary, we have gained the adherence of 39 school boards in England and Wales, urban boards as well as boards from rural districts having joined our ranks, amongst the former, last, but not least, Birmingham, the great midland metropolis. Our Association now comprises no fewer than 289 school boards, embracing within their several authorities a population of 14,600,000 out of 20,000,000 under the administration of school boards

throughout the country. About 700 representatives are in attendance to-day, embodying a force of public opinion to which no inconsiderable weight, I feel sure, must be attached. That the Association itself, and especially your Executive, are duly impressed with a sense of the responsibility attaching to an organisation such as this, may be gathered from the fact that the Executive Committee have met at least once a month during the year last past, and have carefully watched the interests of school boards from every possible point of view, and that the Association has held an extraordinary meeting for the special purpose of dealing with the question of local authorities for secondary education. The Executive have given tangible proof of their devotion to your interests by establishing *The School Board Gazette* as an accurate record of their own proceedings and of the proceedings of the Association and as a means of keeping the Association in close touch with all matters affecting the educational system of the country, so far as it is entrusted to the care of the school boards. The *Gazette* should also be a valuable medium of information not only to the public in general but also to those, who, in high places, may in the humble judgment of the Association require to have light thrown upon the somewhat complicated system, if system it may be called, of the education of the people. That such a course of education, even of educational authorities, is not altogether unseasonable, might be illustrated by divers circumstances which must be within the recollection of members of this Association.

Last year I had to emphasise the stern necessity which lay upon us of calling minute attention to the proceedings which have become notorious in connection with the far-famed Clause VII. of the Science and Art Directory and its bearing upon the welfare of education. For it must be distinctly understood that so far as we know our own minds, it is the interests of education upon which we, as members of School Boards, are intent ; and not on any particular theory especially dear to our own preferences, or, as some presume to think, our prejudices. The whole question of the operation of Clause VII., and the attempt thereby without legislation, to impose a quasi authority upon educational bodies is dealt with in the report, and has been the subject of petitions to the House of Commons from the Association as a whole, and from numerous school boards, in connection with the Association, separately. We also issued an important memorandum dealing with the informal, and, in our opinion, unconstitutional, action of the Science and Art Department. I think it is hardly necessary,

but perhaps desirable, to impress upon the Association the contention, always consistently held since we first had this matter under consideration, that what we require is, that there shall be no successful attempt made by a side wind to do that which we urge should be the outcome of legislative enactment. For we do not conceal from ourselves that the vital question at issue is the appointment of a duly constituted local authority for education, which I, for one, should personally hope would be the one authority within its area for both primary and secondary education. It is a due, but only a due, proportion, however, in respect of representation on any authority to be created by statute that the school boards in the present instance demand. I may add, that whilst we have been careful to maintain the attitude which we have always held in regard to this subject, we have been equally desirous to consider the views which others might take on the question, and have taken pains to enter into correspondence and conference with different bodies of whom we hoped and believed that they were as anxious as ourselves to come to satisfactory terms, and thus to pave the way for legislation. With the councils of county boroughs we are happy to be able to report that there is every prospect of agreement. The County Borough Councils have consented to the school boards having the proportion of representation, namely, one-third, recommended by the Royal Commission on Secondary Education. There is, indeed, a slight modification in the terms of this agreement, as reported at the December meeting of the Association, which has since been put forward by the County Borough Councils. It is now proposed that whilst granting a third of the representation to the school boards, the Councils of County Boroughs should be accorded a majority of the representation on the authority. The Executive Committee venture to recommend the Association to accept this modification to the extent of giving to the Councils a bare majority. I wish that your Executive could report as favourably in regard to their negotiations with the County Councils of administrative areas. It is to be regretted that these negotiations have failed for the moment. I venture to suggest that in the consideration of the subject by those concerned, it should be borne in mind, that whatever may be the ambitions of the councils of administrative areas to become the local authorities for education in their extensive districts, the members of these administrative bodies will have to contend with the weight of opinion entertained by the councils of non-county boroughs, which at the present time possess complete independence in connection with every other

department of municipal enterprise, except that of technical instruction. This sentiment has been sufficiently strong to almost endanger the very existence of the Association of Municipal Corporations, and it was only at a recent meeting of this association that the proposals of their executive committee, with regard to the recognition of the council of the administrative area as the authority, was withdrawn. We have no intention of sitting quietly by whilst the position which school boards, especially in large urban districts within that area, have achieved, shall be dissipated by the constitution of a local authority in which they are not proportionately represented.

I assume that it cannot be denied that certain school boards have entered upon a branch of work which some presume to consider foreign to the domain of primary education. We accept the soft impeachment. I am averse personally from any action which would seem to contribute towards what is popularly known as overlapping in education. But we submit that the work which has been begun and admirably carried on by many school boards in the country, and which it suits some folk to describe as a work of secondary education in character, has supplied a need which other agencies seemed to be, if not unable, at any rate unwilling to meet. The movement I allude to certainly in some big cities has been greatly to the advantage of a very large class of those who, by availing themselves of the opportunities offered by it, have shown that it has met a want which they deeply felt. Let me here in support of the view which I am presenting to you, quote the following impressive extract from an admirable article in *The School Board Gazette* of April, to the perusal of which I earnestly direct your attention. It puts the position of I hope not a few of our members very fairly, and at the same time very firmly and powerfully before those who are interested in the education of the country.

> "If the field of primary education were to be curtailed, if School Boards were 'to surrender' any portion of the 'position they now occupy,' the injury to the industrial classes, and through them to the community, would be almost irreparable. No development, however desirable in itself—of secondary education divorced from primary—would, in the least, compensate them for their loss, even if it were accompanied by the widest possible system of scholarships. What they need is, not a smattering of an education intended to fit its recipients for careers differing from their own, but what their industrial competitors

of other nations already possess, a development and continuation of an education suited to their own requirements."

The writer goes on to contend that school boards are not only justified in the action that they have taken, but that they are really conforming to the spirit of legislation as interpreted by the course which the Education Department has itself adopted during a long period of years by encouraging school boards in the establishment of higher grade schools, and of the system of evening schools now embracing subjects of secondary education in centres of population where the industrial classes most do congregate.

You will not be surprised that I continue to lay great stress on the question of a local authority and of the share to be given to school boards in its constitution. We have still to keep our thoughts intent upon this, to us, vitally important matter, not for the sake of our own theories simply, though we believe them to be sound, nor from a selfish desire to entrench ourselves in the strong position secured to us by popular approval of, and sympathy with, our enterprise in the establishment of higher grade and evening continuation schools, with their manifold and indispensable provisions for the education of vast numbers of our people. At the same time, I cannot conclude without alluding very briefly to the Bill introduced by the Duke of Devonshire into the House of Lords in reference to the constitution of the Central Authority. We conceive it, of course, to be a matter requiring careful attention, and do not dissent from the opinion expressed by his Grace in introducing it, that the organisation of such an authority lies at the root of the constitution of what may be hoped to be a complete system of primary and secondary education in the country. But for ourselves, I do not feel that there is anything contentious arising out of the four corners of that particular Bill. We shall continue to keep an open mind on the matter, and hope that by means of such a Bill the foundation may be firmly laid of the fair superstructure of a sound and salutary system of public education, primary and secondary.

Our programme is so unusually full of interesting and important business, that I hesitate further to interfere between you and the purposes for which you have been called together, and to which I now invite you to address yourselves.

Before we proceed, I desire to place on record that we have lost the valuable services of Sir Joseph Ewart, who has been compelled by circumstances to resign his membership of the

Executive Committee, to the great regret of his colleagues. (Applause).

I will now give you some idea as to the course of procedure this afternoon. We shall sit until 5 o'clock, when we think it would be well to adjourn for the day. The next subject is that of the report. It has been circulated among you all; I don't know whether you wish to take it as read. (Cries of "Agreed.") We will take the report, then, as read. (Hear, hear.) I think in a case of this sort we had better say that we agree to receive the report—we don't as yet adopt it, but we receive the report. Is it your pleasure that this be so—those in favour say "Aye," to the contrary "No." The "Ayes" have it. We will now proceed to the recommendations of the Executive Committee. I should like you to notice that we have had under consideration in the Executive Committee this fact, which is quite patent—you will observe that there are certain motions and resolutions which deal with the same subject matter as the recommendations of the Executive Committee, and in order that we may not get into inextricable confusion it will be well for us to bear in mind what are the recommendations of the Executive Committee and what are the motions. As we come to the motions we shall consider them in the light of the recommendations of the Executive Committee. I hope this is clear enough. I will now ask the Honorary Secretary to read the recommendations.

A REPRESENTATIVE: We have not had the minutes of the last meeting.

THE PRESIDENT: They were taken as read, you know.

LOCAL AUTHORITIES FOR SECONDARY EDUCATION.

THE HONORARY SECRETARY: The first recommendation on the agenda paper is in regard to the question of local authorities for secondary education in county boroughs having school boards, and the Executive Committee recommend the Association to agree to the councils of county boroughs nominating a bare majority of the proposed local authorities for secondary education, provided the Conference of County Boroughs undertake to support the claim of school boards to one-third of the representation.

THE PRESIDENT: I will ask Mr. Wyatt to give you a brief explanation upon each of the recommendations. It is desirable that you should thoroughly understand what this recommendation of the Executive Committee is, and as I consider that the office of a president is rather to preside than to be perpetually on his feet talking, I have relegated to Mr. Wyatt—who is a perfect master of this subject, as everybody knows—the duty of

making a statement bearing on the recommendation of the Executive Committee.

The HONORARY SECRETARY: At a special meeting of the Association held in December, a resolution was passed on the motion of Mr. Lyulph Stanley, that in the case of county boroughs having school boards the constitution of the local authority should consist of one-third school board, one-third county council representatives, and the rest co-opted. When this was laid before the representatives of the councils of county boroughs they agreed as to the school boards having one-third of the representation, but they made the condition that in the case of county councils there should be a majority of the authority elected from that body. After that alteration was made in the resolution passed at the December meeting the Executive Committee framed this recommendation for your consideration.

The PRESIDENT: Has any member anything to say on this? It is a matter of tact and policy.

Mr. J. W. LAMBTON (Tynemouth): Mr. Chairman, before putting that motion I would just like to move, not necessarily by way of amendment, but by way of addition, some words which might very safely, I think, be made to this recommendation. The addition which I propose should be made to this recommendation of the Executive Committee will not in way hamper or impede what they wish to bring about—in fact, that is not my object. My object, indeed, is that the Executive Committee shall once more this afternoon receive the backing up of this Association, in public meeting assembled. The resolution, of course, speaks for itself, and the addition I would propose is as follows: "That the Executive Committee be instructed to enter into negotiation with the Association of Non-County Boroughs with a view to securing those objects which have again and again been confirmed by this Association." That is an addition to the recommendation of the Executive Committee which I should like to see carried. It has been foreshadowed in the address which we have had from the President this afternoon, and I quite believe that it is not being lost sight of by the Executive Committee—my whole object being that the Executive Committee shall receive an impetus from this meeting once more, and, therefore, without wasting further time, I beg to move that this addition be made.

The PRESIDENT: You see, we must be strictly in order; we have made a recommendation to you as regards the county councils in county boroughs. That recommendation I think you have agreed to. (Cries of "No.") Well, nobody rose when

I asked if anybody wished to say anything on the matter, and I thought nobody objected to it; but if anybody wishes to say anything about it, let them say it now. This matter which Mr. Lambton has raised is one which we should perhaps do well to undertake, and it might be well if we were to have an instruction or request from this very large and influential meeting that we should proceed on the lines of what has fallen from Mr. Lambton. But first let us consider the question of our own recommendation. Does anybody wish to speak on it?

Mr. DEAN (Deeping St. James): I am rather opposed to what I take the sense of this resolution to be at present. Am I to understand when you say county boroughs that you include in that all County Councils? (Cries of "No; No.")

The PRESIDENT: That is exactly what we do not say.

Mr. DEAN: Cannot you tell me once more whether County Councils are coming in under the new authority?

The PRESIDENT: That question will arise by-and-bye on the discussion on the report.

Mr. KENRICK (Birmingham): Mr. Chairman, I am anxious, as I am sure every member of this meeting will be, to support the Executive Committee in every way we possibly can, because if we are not hearty in our support we are not likely to produce any impression upon the country, but when it becomes a question of principle, then I think we are bound to speak out, and as the representative of the Birmingham Board, which within comparatively recent times has passed a resolution which is absolutely opposed to this motion, I think it is necessary for me just to say a few words to explain my position, and I will be as brief as possible. The Birmingham Board in 1896, on the occasion of the introduction of the ill-starred Bill which has since disappeared, passed a resolution in which they expressed the hope that in any future action on this great education question, the Government might see proper to put in one category elementary education and secondary and technical education. From that resolution our Board have not departed, and they went further than that, and expressed the opinion that in the interests of education of all kinds, education should be divorced from all subsidiary questions and should be represented by a Board that was elected directly for the purpose of education. (Hear, hear.) Well now, sir, we come up here to-day from various parts of the country, feeling that we ourselves are weak and isolated, and we come up here to a great meeting in London, not for the purpose of going back humbled and contrite, but rather for the

purpose of feeling that we have been strengthened by a great meeting which has common interests, and that we shall be able to go back again to our respective localities and be better able to fight the battles of the people for having been strengthened at this meeting. I should be very sorry to go back to Birmingham with the feeling that instead of being in any way strengthened, our case had been weakened and discouraged, and that we had had a considerable amount of cold water poured down our backs; I therefore hope, without suggesting any amendment, that the meeting to-day will not commit itself to this policy, which I think at the present time is uncalled for and harmful. I think the proper thing for us to do on these occasions is to express not what we think we shall probably get, but what we really want and what we know we ought to have. (Hear, hear.) If we don't get it to-day, I hope we shall simply omit the particular resolution, and on a future occasion be prepared with a resolution which will carry a great deal more force in its words, and I believe will do a great deal more good in the country. (Cheers.)

The PRESIDENT: Have you an amendment? I rather gathered that you traversed the whole position, and that we had better postpone this or defer it to some future day, but you have no amendment.

Mr. KENRICK: I have no amendment. I simply hope that the Executive's resolution will not be carried here, to-day, by this meeting.

Mr. LEWIS MOIR (Ipswich): I feel sure that we are all delighted to have Birmingham associated with us. I would remind members of the Association that this Association has repeatedly from year to year carried a resolution affirming the principle that we should have one local authority for primary and secondary education, and though I should be very sorry to differ from the opinion of the Executive Committee, I feel certain that such a position as we are placed in to-day, if we carry this proposal, will be unfair. I feel that the administrative position of our county boroughs would be largely affected by this resolution. For one thing, you would have the expense of two administrations. You will have all the difficulties of overlapping of policy, and other difficulties which are sure to come in where you have two administrations carrying out one kind of work, and in the work which is carried on in the higher grade schools of the country you must endeavour to combine these two authorities. I am strongly of the opinion that both primary and secondary education should be under one Local

Authority, elected solely for educational work, but if it is considered necessary that the Endowed Schools and Universities should be represented on the authority, I should be in favour of two thirds of the authority being elected by the popular vote, and one third nominated to represent these bodies. I would, therefore, go a little further than Mr. Kenrick, and suggest that this particular matter be referred back to the Executive Committee for further consideration.

The PRESIDENT: I think it may be convenient if I repeat to you what I stated on previous occasions. At the last annual meeting we took this position—that while re-affirming the opinion that it is essential to the effective improvement and full extension of education in this country that primary and secondary education shall be under one authority, and that throughout the country, with districts of suitable area, including large urban districts and non-county boroughs, this authority should be elected solely for educational work, but the Association are of opinion "that if, and so long as, &c.,"—that is what we have got here. It is only "if, and so long as" a certain policy is likely to be adopted we will have this, and as much more as we can get. Everything that we want we shall get through the force of this Association in due time, but I don't think it is necessary to say we will not have half. Of course, if you like to refer it back to the Executive Committee, that will be the simplest way of dealing with it.

The Rev. AMOS BAILEY (Fleetwood): Mr. Moir has moved his suggested amendment, I take it, and I shall be very pleased to second it, and on this ground—that we have tried the policy of compromise long enough. We first of all take our position on the firm stable rock of principle, then again we re-affirm the principle as a kind of pious opinion, and then again we adopt a new policy. The County Councils have rejected with scorn the proposal of the executive of our Association. Our executive, in their wisdom, now suggest that we should enter into negotiations with the County Councils' Association. But, if we adopt this continued policy of compromise, we shall fail altogether, as we have failed before, and I hope that the amendment to refer the matter back to the executive will be carried. I second it.

The PRESIDENT: Now we have got a definite amendment. It has been moved by Mr. Moir, and seconded by Mr. Bailey, that this recommendation be referred back to the Executive Committee, and it is now open for discussion.

Colonel C. T. WALLIS (Newport): I shall have much pleasure in supporting the amendment.

The PRESIDENT: Would the conference now like to vote.

Canon MOORE EDE (Gateshead): As one of those who last time seconded the resolution, I should like just to say a word in favour of supporting the recommendation of the Executive Committee. I believe we are all agreed that the best thing that could happen would be for one locality, one authority in education. (Hear, hear.) But as practical men living in a practical world, we cannot shut our eyes to the fact that the School Boards are not the only authorities that have an interest in education. They are not the only authorities to have a financial interest, and we do not imagine it will be at all possible, that in the future the School Boards, or some educational authority—School Boards under another name—should hold the field to the exclusion of the interests of County Councils. I would remind you that there was a proposal not so very long ago before the country, brought forward by the Government, under which all the authority was practically given to the County Councils, and none of it to the School Boards. The circumstance that at this moment more than anything else—more than all things else I may say—which is preventing the carrying out of some scheme of secondary education—which we know is a very pressing need—the one thing that prevents anything being done, and that hinders it being carried out is that the conflicting authorities do not come to any agreement. If School Boards and the County Councils, both having a legitimate interest in secondary education, can come to some agreement as to what would be a fair authority, then I think there will be very great probability that before long we may see a Bill for secondary education brought forward and carried into law. But as long as School Boards and County Councils take up an absolutely irreconcilable position, there can be no hope for secondary education, or any satisfactory measure of secondary education. Therefore, in the interests of education, I hope you will support what the Executive Committee has done in the past. At the last meeting of this Association, you authorised the Executive Committee to approach the County Councils, and approved of their action. I think that Executive have done what you authorised them to do, and what this resolution proposes we should go on doing, is the course that is best in the interests of education, and is much more likely to bring about a satisfactory state of things than simply by taking up a *non possumus* attitude. (Cheers.)

Mr. S. T. MANDER (Wolverhampton): I should be very sorry

if the Executive Committee had so little support to give to their recommendation, that they were prepared to give way at the very first suggestion. This important question has been very fully discussed and considered by more than one meeting of the Committee, and it is really, I think, the unanimous recommendation of that Committee. (Hear, hear.) At the same time I would say, in reply to my friend Mr. Kenrick, that we agree entirely with his view, and I imagine it is the unanimous opinion of this meeting, that if we could have one body to control all education, elementary and secondary, it would be the best possible arrangement that could be made, but as Canon Moore Ede has said, it is quite hopeless to look for anything of that kind now, for the position was surrendered in 1889, when the second body, the Technical Education Committee, was created purely to look after one branch of education, and now the danger is that in the establishment of this new body, School Boards may be ignored altogether. For it will be within the recollection of this meeting, that when the Government introduced a Bill three or four years ago, School Boards were entirely ignored, and it was laid down that the councils should constitute the Committee for secondary education alone. That suggestion was happily defeated, but the Government, as we all know, is so tired of trying to legislate amid the divided counsels of controversial authorities, that they are not likely to take the matter up again until the representatives of the different authorities themselves have come to some sort of agreement. But they have not only to count with the School Boards, but with the Association of Municipal Corporations, and it has been contended by that body, and the feeling is very strong and quite unanimous, that they as the chief representative municipal body, must at any rate have a bare majority. But they are perfectly willing to support the representation of School Boards to the extent of one third upon that body, if they can have a bare majority. I think that if we get their support we are likely to get what practically we want—a strong representation on any such secondary educational body as may be created. If we do not meet them, it is quite possible we may be left out in the cold altogether. Therefore, whilst most strongly agreeing with Mr. Kenrick in his opinion as to what ought to be done if we could attain the ideal, I ask, is it wise for us as practical men to cry for the moon? (Hear, hear.) In my opinion we should get as much as we can, and therefore I hope this meeting will endorse the recommendation of the Executive Committee.

Mr. H. PALIN (Portsmouth): I hope that this meeting will back up the recommendation of the Executive Committee by

adopting it. It seems to me that the suggestion made by Mr. Kenrick would be setting back the clock at least a year, and I don't think it is wise that we should quarrel amongst ourselves because we cannot get possession of the whole of the loaf, but that we should be content in getting what we can until such time as further legislation gives us complete control. I think, if you adopt the principle which is set forth by the Executive Committee, you will be doing the right thing. (Hear, hear.) You must remember that in large towns there are three bodies dealing with education at the present time, and if these three bodies could become fused into one body to deal with education, both primary and secondary, in a particular locality it would be the right policy. Therefore, I do hope that as an instalment—as a beginning towards the ultimate result — this Conference will adopt the recommendation of the Executive Committee. (Cheers.)

Professor ANTHONY (Plymouth) : I am in the difficult position, gentlemen, of being a member of the Executive Committee who is not able to adopt their policy, except so far as the policy of it was adopted by the majority. A member of the Committee said just now that the Committee was unanimous upon this question. I am obliged to say it was not unanimous, and as far as I am personally concerned, my great anxiety is to come back to the position which the speaker who has just sat down described—by going back twelve months. (Hear, hear.) Twelve months ago we decided that, in our opinion, on each local authority for secondary education in the county of London and in the county boroughs, the representatives of School Boards on the secondary education authority should be equal both on the county or borough councils. I think that was fair, and I think we should be on equal terms on this authority for secondary education. Our stake in the matter, as far as education is concerned, is as great as that of the County Councils. (Hear, hear.) We have been in the field many years before them, and we have had more experience on educational matters than County Councils. (Cheers.) School Boards have largely entrusted to them the interests of the working classes, and, therefore, in order that the secondary education, upon which we lay so much stress, may be all to them what we desire it should be—for their own sakes and for the sake of the country as a whole—it is well that for this object the two bodies—the School Boards and the County Councils—shall be thoroughly working together, and that any system which is

adopted for secondary education should be so co-ordinated that the boys and girls who come up from the elementary schools shall be able to come up and get the advantage of this secondary education. I think that is a position which cannot be denied, even by the gentlemen who are supporting this recommendation of the Executive Committee. It seems to be thought by some that if we don't get a little we shall get nothing—that we were in danger two years ago of being set aside altogether as an educational body in favour of County Councils. It is for that very fact that we should take our stand now—(cheers)—and make it quite clear that we are not prepared to concede beyond what is fair and just. What does this recommendation amount to—it is: "The Executive Committee recommend the Association to agree to the councils of county boroughs nominating a bare majority of the proposed local authorities for secondary education provided the Conference of County Boroughs undertake to support the claim of the School Boards—one-third of the representation." That means that the policy of the educational authority, so far as secondary education is concerned, will entirely be shaped by the County Councils. That of necessity will be so, for whoever may be elected or co-opted upon this educational authority, if the County Councils are to have their clear majority and the School Boards are to have one-third of the representation only, the County Councils will always hold the field. They will have the whole matter in their hands—including the appointment of the teachers. The whole matter is handed over to the County Councils, and the School Boards may stand aside. I would rather for the time have nothing than have that. (Hear, hear.) I very much regret that we should have receded from that point. At the meeting last December you, as a body, accepted the recommendation of the Executive Committee that the County Councils should have one-half of the representation and that we should have one-third, but they have gone beyond that point now, and they ask for a clear majority, which is more than one-half. I say that would be a very unfortunate policy for the interests of education, both primary and secondary, in times to come. As a member of the Executive Committee bringing this recommendation before you, I feel I am not able to vote against the recommendation, but I can assure you this —if the Chairman will not severely condemn me for the position —(laughter)—I should heartily welcome, as a member of the Executive Committee, the return of this recommendation to us for further consideration.

Lieut.-Col. FISHWICK (Rochdale): As one who has attended conferences of School Boards, I feel that I have something to say on this point, and I wish to say that I hope the meeting will pass the recommendation of the Committee. Although I fully and entirely sympathise with the views of the gentleman who has spoken from Birmingham, as my feeling has always been that the education of the country should be managed by one body; but having gone through the experience which I have, I am bound to say that such an ideal is not within the realm of practical politics. I know that there is the strongest possible feeling on the part of County Councils that they ought to manage not only education, but everything within their area. (Laughter.) Whether it be a sewer, or the supply of gas, or the running of a tramway, or the insurance of their own property, or electric lighting—they want to do all this, and the time will very soon come, I think, when they will want to control the religious instruction in our schools. ("No, no.") Well, at any rate this is the position which the County Councils are taking up, and I speak as a member of a County Council myself. (Laughter.) What I feel is that it is useless putting ourselves into a position from which we cannot depart. If we say that we must have one half of the whole of this power we are putting ourselves in antagonism with one of the most powerful bodies in the country. You must remember that County Councils were in authority before School Boards were thought of. (Cries of "No, no.")

The PRESIDENT: Col. Fishwick is an authority upon all matters of history. (Laughter.)

Col. FISHWICK: What I mean is that the County Councils, as Councils, were in existence long before School Boards, and they feel to a certain extent that they were in possession; and I am quite sure that if we take up the position that we must have the whole or none we shall stand a very good chance of getting nothing at all. But one thing is even more certain, we shall impede the progress of education. We shall endanger the Bill which is before the House of Commons, and we shall find ourselves in no better position. The antagonism would be so great, and the feeling created would be so bitter, that I am certain we shall be acting in the best interests of education if we adopt the recommendation of the Executive Committee, which I am sure has been very fully considered.

The Rev. J. FLEMING (Longton): It seems to me that this conference need not necessarily divide now, and as we have

much more important business later on, I think it would be a splendid thing if we could unite and vote. I think if we added some statement like this as a prelude to the amendment. (Laughter.)

The PRESIDENT: You don't add preludes, you know. (Laughter.)

The Rev. J. FLEMING: I am quite serious, sir; I don't know whether you are. (Renewed laughter.) I would suggest that we add at the commencement to the recommendation of the Executive Committee the following words:—"Whilst reaffirming the principle of equality of representation on local authorities, the Executive Committee recommend," &c. I think that with the addition of those words as an introduction the conference might unite.

Mr. F. L. JONES (Holywell): I come from a place in Wales where we have a separate system of intermediate education, and I would certainly urge the Association to adopt the recommendation of the Executive Committee. Unfortunately, so far as Wales is concerned, the elementary educational authorities, whether school boards or voluntary schools, have very small representation upon the secondary education authorities; and had we probably some nine or ten years ago struggled for a larger representation the possibility is that the Intermediate Education Act of Wales would not have been passed for an indefinite period. There is not the slightest doubt that notwithstanding the drawbacks by the fact that we have no representation—or at least very inadequate representation, upon many of the governing bodies, which are chiefly composed of representatives of the County Councils—the system in Wales has worked tolerably well, and it certainly would be detrimental to the progress of education in England if we were not to adopt the recommendation of the Executive Committee in this matter. If it meant by rejecting the amendment we found that the adoption of an Intermediate Education Act for England would be postponed, I think for the advantage of technical and secondary education in England it is better that we should come to a compromise with the local authorities, even though school boards do not get what we consider adequate representation upon the governing bodies connected with secondary education.

The Hon. E. LYULPH STANLEY: Mr. Chairman, I wish to say just one or two words upon this matter, and to appeal to you as practical men to adopt the recommendation of the Executive Committee. You recollect that at your last special meeting you passed a resolution and authorised us to negotiate

on the basis of that resolution. Well, what was that resolution? It was that we should ask for one third of the representation, and that one half should be constituted by the local municipal authorities. Well, I don't think that anyone in this room attaches any exaggerated importance to the non-representative element—the point we attach importance to is that the practical representative element shall have one half. The county boroughs say—"We are willing to co-operate with you on the basis that you shall have one third if we have just over the half." Well, that is strengthening the representative element as against the nominated element, and it is not weakening the School Board element. It is a very simple point, but if your executive are ever to carry negotiations and are to do something more than merely talk about the matters under review—if you are a political body on whose actions some reliance can be placed—you cannot go behind the negotiations which you have previously authorised, and therefore I think it is a little idle to say what our aspirations or wishes are, or what we would do if we had the control of Parliament. (Hear, hear.) We have to do what we can, and in these evil times for popular representation and for the popular principle, I think it would be disastrous if, after you have asked us to negotiate, you were to send the thing back, and so discredit the Executive Committee that they could no longer negotiate with anybody in the future. (Cheers.)

The Rev. E. F. M. MacCarthy (Birmingham): Mr. Chairman, at the risk of obtruding the views of the little village of Birmingham upon this assembly (laughter), I would like to detain the meeting for a few moments, and I should like it very carefully to consider the possibility of accepting the amendment proposed by Mr. Moir and duly seconded by a gentleman in the hall. As Dr. Anthony has said, this time last year at the last annual meeting —for the meeting which you held in December was a special one, and it is always difficult for you to get more than one good meeting in the course of the year—

The President: The special meeting was a splendid one. (Cheers.)

The Rev. E. F. M. MacCarthy: Well this splendid meeting at all events was a special meeting. (Laughter.) At the annual meeting in 1898 we passed a resolution accepting one half. Then this special meeting in December passed a resolution accepting one third. (Hear, hear.) But even that one third was not allowed to stand relatively, for the County Councils by way of still further administering a snub to the School Boards Association,

said, "Oh we mean not only half, but half plus one." The difference, I am quite willing to admit, is a small point, but the difference between one third and a half is not a small point, and it is a peculiar and anomalous condition of things for this Association to put itself into. I would like to impress the fact upon the members present, and I would ask them on that account to defer the consideration of this question. The position is anomalous because in December, 1898, at this special meeting which was summoned, the representatives of the various boards had not time to consult their Boards on the matter brought before them as the result of this conference between the County Councils, and they must therefore have voted in the dark. (Cries of Oh, oh.) Well, fortunately, I was not a member of the Association at that time, but if I had been, that would have been the position which the Birmingham representatives would have been bound to have taken up at this special meeting in December. There was no time for the Board to consider the question whether they would allow their representation to be cut down from one half, which was the former position, to a very much lower position, viz., one third. As Mr. Bailey, in seconding the amendment, said most truly, the more School Boards are inclined to compromise, the more they will have to compromise, and the attitude in face of the present position should be a firm one, and we should certainly stick to our half. (Hear, hear.) I say this because it is the experience of us all in all public business, that when two bodies meet with a view to coming to a compromise, and one of them is inclined first to assert that he wants the whole thing, and then he takes a half, and then a third—why the process will go on, and presently we shall be asked to be content with one fifth or one sixth. Our attitude at the present moment rather should be to hold fast at all events to the resolution passed this time last year, and say we must have at least one half. I agree with Canon Moore Ede that it is very unwise to assume an irreconcilable attitude—but we are not doing that; there is no great hurry. This question of local authorities will be before us for a year or two, at all events for a year, and there is ample time for us to consider the question. Then with reference to the opinion of the Executive Committee. Well, the Executive Committee, as I understand it, has ceased to exist, and there is another Executive Committee, and I am astonished to find that they have put me on it. (Laughter.) When we have this matter again to consider I shall express the same opinion as now, and I shall also stand by the side of Professor Anthony, who

also holds that opinion, and then when Mr. Moir's amendment comes down to the Executive Committee, as I feel sure it will, we can consider it again.

Mr. HENRY J. WOODWARD (Bristol): I should like to ask the Chairman one question. The hon. member for Birmingham, I think, has made a mistake through ignorance on his part. I want to ask the Chairman whether the Executive Committee or this Association has ever asked for more than one half of the representation on this new committee? I maintain we never asked for more than one half, and if I am wrong I should like the Chairman to tell me.

The PRESIDENT: Certainly we asked for more.

The Rev. E. F. CROSSE (Barrow): I beg to support the motion of the Executive Committee, and for the moment I regret that I stand in the garb of a clergyman, because in doing so, and in making the remarks which I am about to make, I do so with the full assurance of the agreement of the School Board which I represent. I am sure the Barrow School Board as a body would support the Executive Committee's action in this matter. We have had considerable experience in working together on this matter with the County Council of our borough, and we have no reason to fear that if they are given a bare majority that we shall not be able to rule by the influence of our superior knowledge. But, Mr. President, I am also at one with the rest of my Board, though the voluntary schools are in a minority, in thinking that this action of the Executive Committee is a fair and a reasonable one. Although we are here in the first case to consider the rights and the working of School Boards we are here also as Englishmen, and since our Parliament has authorised that there shall not be one authority, it is only right that all the departments which are interested in education should have their fair share of representation. I would ask this meeting, not as members of School Boards, but as members of a great country, whether they can defend in common honesty a position—where there are those who are interested in secondary education and the higher grade education—which gives a half of the representation to the County Councils and the other half to the School Boards. Therefore, as a member of a borough School Board which has been in existence since free education came into force, and which has a good character with the Department —(laughter)—I think you may accept it as our opinion, after considerable experience, that the action of our Executive Committee is one which is fair, honourable, and just under present circumstances.

The PRESIDENT: Are you prepared to vote upon this matter. The amendment which has been moved and seconded is that this matter be referred back to the Executive Committee. That is what you are are about to vote on, and I shall appoint tellers if I find it necessary. Mind well, and be quite clear that you are voting that this matter shall be relegated to the Executive Committee.

Tellers were then appointed, and the Chairman requested the meeting to vote. After counting, the tellers reported that there were—for the amendment 140, against 179.

The PRESIDENT: I declare the amendment lost—there being 140 for it and 179 against—(cheers)—the tellers not being counted. I will now put the resolution.

The resolution was then put, and declared carried.

THE PUPIL TEACHER SYSTEM.

The HONORARY SECRETARY: The next recommendation of the Executive Committee is the adoption of the report on pupil teachers.

Mr. H. W. DEACON (Widnes): Before you pass to that question I want to ask you what action the Executive Committee propose to take with regard to non-county boroughs. There is nothing in the recommendations of the Executive Committee which refers to urban districts or to non-county boroughs, and I want to know what action the Executive Committee propose to take.

The PRESIDENT: We propose to take action immediately. We have taken some action, but we propose to proceed with the matter, because we consider it to be, perhaps, the most crucial point that we shall have to decide with regard to this matter. I have alluded to it already in my address, and it will be business for the new Executive to take up with the caution with which I am sure you would all wish it to be taken, and with all the speed that Mr. Deacon thinks necessary.

The HONORARY SECRETARY: The next point, then, as I said, is the adoption of the report on pupil teachers, contained in the report.

The CHAIRMAN: I will move that formally—those in favour say "Aye"——

The Rev. SYDNEY PHILLIPS (Kidderminster): May I just say one or two words on the subject of the pupil teachers' report and against over-pressure. I do think it is a very real danger that so much is expected of pupil teachers now-a-days, and I feel

very strongly that they should not be obliged to attend evening classes. The recommendations of the Departmental Committee, which you will observe on page 16 of the report, clauses 7 and 8, are that pupil teachers' centres must meet six times a week for at least 36 weeks in the year, and no classes after 5 p.m. Our Executive Committee approve of the clause with the omission of the words "forbidding classes after 5 p.m." I venture to think that the recommendation of the Departmental Committee is to be preferred to the alteration of our Executive Committee, and I should like to see it stand that no pupil teacher shall be obliged to attend classes after 5 o'clock. Of course, in most of our large towns they have the advantage of attending evening classes, but that is quite optional. I don't think that anything should interfere with the Saturday afternoon holiday, and therefore I venture to move that clauses 7 and 8 be allowed to stand, and that the following addition be made, "that under no circumstances shall pupil teachers be requested to do any work on Saturday afternoons."

The PRESIDENT: You have heard what Mr. Phillips says. On page 16, in clauses 7 and 8, you read "Approved, subject to the omission of the words 'forbidding the holding of classes after 5 p.m." Mr. Phillips thinks that these words should not be omitted, but I believe that it was present to the minds of those who drew up this report, that there might be cases in rural districts where it might be impossible to carry out this provision. (Hear, hear.) Whilst, as I say, I did not take part in these deliberations, I do know that one member of the Executive Committee feels very strongly about it, and also that it was not well to lay down too many hard and fast rules in reference to the management of pupil teachers, because we are not all so favourably situated as we happen to be in great centres like Manchester, where of course we should never dream of having any pupil teacher taught after 5 o'clock. But there are other people to be considered, and therefore I do think we ought to say "Agreed" to this at once.

Hon. E. LYULPH STANLEY (London): Of course if we are going this afternoon to discuss minute details of a code for pupil teachers, we shall be here all the evening. We all agree that pupil teachers should not be pressed, and there is a proposal limiting school attendance for the first and second years to four meetings a week, and for third and fourth years to six meetings a week. There are some classes which it might be desirable for pupil teachers to attend in the evening. Take, for instance, the University Extension Lectures.

They are given in the evenings, and the best and most ambitious pupil teachers will want to take advantage of these lectures, and it will be unwise to absolutely prohibit or not allow evening instruction to coincide with instruction on the afternoon of the same day. I hope the gentleman from Kidderminster will not press his amendment.

The Rev. S. PHILLIPS: I shall be quite willing not to press my amendment, if it can be drafted that when they attend evening classes they shall have the same time in the afternoon, but I do not think that our pupil teachers ought to be pressed so much as they are.

The PRESIDENT: I think we had better go on. If we once begin to go into *minutiæ* and details of this report, I don't know where we shall stop. (Hear, hear.) It has had very fair and full consideration on the part of the Executive Committee, and, unless you have some very important point, perhaps we can vote upon it.

Mr. H. BROCKHOUSE (West Bromwich): I move that paragraphs 6 and 7 (conditions of employment) be omitted. I believe we are taking a retrograde step. I do not believe in counting pupil teachers on the staff.

The amendment was not seconded.

Canon MOORE EDE (Gateshead): Those of us who come from Tyneside take an objection to that part of the report on page 16 referring to training college accommodation. "The Executive Committee" it states "also desire to recommend that School Boards be empowered to provide residential training college accommodation where found necessary, and that such accommodation should be situated, when possible, where University Colleges exist." What we all feel is that the insertion of that word "residential" limits the matter too much. There may be cases—as there would be cases in our district and in some other districts—where we might hope to have training college accommodation by making arrangements with existing local colleges without entering into the question of residence. I don't think we should in any way limit the power of School Boards by making it "residential."

The PRESIDENT: I don't think there is any harm in omitting it. (Cries of "Agreed.")

A REPRESENTATIVE: I should like to ask a question. Are we to understand by this amendment that the Executive Committee recommend the increase of colleges—residential or otherwise—on the present basis? (Cries of "No.")

The PRESIDENT: It does not say what basis. Leave the

basis alone. (Laughter.) If you go and define your basis exactly, then you begin to quarrel. It says you want additional residential accommodation. Do you accept the suggestion that "residential" should go out? (Cries of "Agreed.")

The Rev. Dr. BRUCE (Huddersfield): I think it is a great power for day colleges, and, therefore, I should suggest that you make no alteration—that you should retain the word "residential," and add "or otherwise," so as to make it read "residential or otherwise."

The PRESIDENT: That is what we want, you know. (Hear, hear.)

Canon MOORE EDE: I accept that.

The report was then adopted with the alteration suggested by Dr. Bruce.

THE SUMMARY JURISDICTION ACT.

The HONORARY SECRETARY: The next recommendation of the Executive Committee is a resolution re-affirming the resolution passed last year that a petition be presented to the House of Commons in support of the Bill for the amendment of "The Summary Jurisdiction Act, 1879."

The PRESIDENT: Do you agree with this? Those in favour say "Aye." Contrary, "No." The "Ayes" have it.

VAGRANT CHILDREN.

The HONORARY SECRETARY: The next recommendation of the Executive Committee is the adoption of the following resolution:—

> "That provided the cost of dealing with the children of vagrants is made an imperial charge, the Association are willing to support the proposals for legislation."

Mr. J. H. WOODWARD (Bristol): I ask permission, Mr. President, to substitute for that the motion which appears on page 6, as follows:—

> "That in view of the large number of juvenile tramps, who, by reason of their nomadic habits, are practically outside the scope of the existing Education and Industrial Schools Acts, and are growing up in ignorance and vice, this Association of School Boards hereby instructs its Executive Committee to memorialise the Secretary of State for the Home Department to promote such legislation as shall enable Local Authorities to promptly and effectually deal with the children of tramps. Further, that the Executive Committee be empowered to petition Parliament

in favour of any Bill that may be introduced which, in the opinion of the Executive, would be likely to attain the object in view."

And I wish to add to that the following words, "and the Association are further of opinion that the cost of dealing with the children of vagrants should be a charge on imperial and not local funds." (Hear, hear.) I feel quite sure this resolution will appeal to all of you, and I simply move it. (Hear, hear.)

The PRESIDENT: Will anybody second this?

Mr. W. PACKER (Leeds): I shall have much pleasure in seconding that resolution. We have over 1,400 children sent to Industrial Schools, having been found wandering. A great proportion of these children are casual cases of wandering, and the great School Boards have found considerable difficulty in dealing with the children of habitual tramps. It is a very hard case when one comes across a grossly neglected family, to let that family escape. On the other hand, it is a hard case that the ratepayers of the district should be put to the cost of maintaining a family that has, perhaps, lived in the district for only two or three days. It is for that reason that the rider is put to the resolution—that this is a matter demanding imperial and not local expenditure, and it is for this reason that the Executive Committee put those words forward in their recommendation.

The PRESIDENT: I think you understand that we are now considering the motion on page 6 of the first group of motions. The two things—the recommendation of the Executive Committee and the Bristol resolution are not really antagonistic at all, but the Bristol School Board have, I venture to think, put the matter at greater length and in better language, perhaps, even than the Executive. (Laughter.) Those in favour of the resolution please say "Aye." Contrary, "No." The "Ayes" have it. (Hear, hear.)

DUMB CHILDREN.

The HONORARY SECRETARY: The next recommendation of the Executive Committee is:—

"That the Association approve of legislation having for its object the inclusion of children who are dumb only, under the terms of 'The Elementary Education (Blind and Deaf Children) Act, 1893.'"

The PRESIDENT: Do you agree to that. Those in favour——

Mr. DEAN (Deeping St. James): There are two resolutions on this subject. Might I ask that the matter be adjourned until the consideration of these two motions?

The HONORARY SECRETARY: This is to remedy what was undoubtedly an accidental omission in the Act of 1893. I think we might pass it at once. (Hear, hear.)

The PRESIDENT: Those in favour say "Aye." To the contrary, "No." The "Ayes" have it.

THE OBJECTS OF THE ASSOCIATION.

The HONORARY SECRETARY: With regard to the question of the addition to the rules—is it to be left in the hands of the Executive Committee? It is proposed that the following words be added to Rule II. c.:—"The primary object of the Association is to uphold and preserve the powers conferred on School Boards by Act of Parliament." (Cries of "Agreed.")

The PRESIDENT: It is only a question of drafting—we accept the principle, and the matter of drafting will be left to experts.

Col. MORRISON (Liverpool): Mr. Chairman, I think that we shall all be in sympathy with the general object of this alteration, but I do think when you come to the question of drafting you will have somewhat to alter the phraseology. The particular clause, I venture to suggest to you, which should be altered, or modified, or omitted, is that which states that the primary object of the Association is to uphold and preserve the powers conferred on School Boards. I think the rules as they stand at present very properly and sufficiently set forth what should be and what is the primary object of this Association, viz., to watch over and protect the general interests of education. I trust, sir, that no other object may be allowed to take the place of that one. It is proposed now to insert a very different one as the primary object of this Association, but I trust that the Executive Committee will not do so. I think, sir, that we should be stultifying ourselves, and that we should be inviting the general public to diminish the estimation in which, I hope, it holds us at the present moment if we were to say that the primary object we set before us is not the advancement of education, but the protection of our own rights and powers. That we should protect our own rights and powers goes without saying, but it should be done, not for our own

sake, but in the general interests of education. I should like, therefore, sir, if I may, to hand in this amendment, but if you tell me you will so alter it, it will not be necessary to press it. My amendment is that in substitution of the recommendation of the Executive Committee the following words be added to Rule II. : "In furtherance of such object, viz., the advancement of education and to uphold and preserve the powers conferred on School Boards by Act of Parliament."

Mr. H. D. STEPHENSON (Gravesend) : I rise to second that.

Rev. E. F. M. MACCARTHY : I understand it is a slip on the part of the printer, that these words of the Executive Committee come after I. (*c*). It does not mean that these words shall be added at the end of the objects of the Association, but at the beginning. I understand that the Executive Committee have agreed that they will place in the forefront as the primary object of this Association, these words. I differ wholly from Col. Morrison, and maintain that this Association exists for the purpose of supporting the powers conferred by Parliament upon School Boards. It is not an Association for the universe, with universal objects. It is not an Association for the education of every Englishman. It is an Association interested in School Boards, to further the interests of those boards, and to maintain their powers. I would like to refer the previous speaker to the history of the Association, published in *The School Board Gazette*. At the conference in March, 1893, the following resolution respecting the establishment of the Association was passed. It was to be an Association to watch over the interests of School Boards, and to be powerful to take steps to protect such interests, and I venture to think we shall be losing those powers and opportunities, if, when we confer together, we have to traverse the whole range of education. You have this position. We are here as the representatives of our boards. If the interests of general education are to be discussed, then resolutions might be passed here, and when we come back to our boards, our chairmen would rule us out of order as dealing with questions that were *ultra vires*. The sole purpose for which this Association exists is to maintain the powers of School Boards, and it is in order that we may clearly enunciate this, that we have brought up these words. We are here representing School Boards, and they have been threatened more than once. That is our flag—School Boards everywhere and of the best possible kind. (Cheers.)

The PRESIDENT : The amendment which has been moved is to omit the words from "C" to "is," and to substitute "in furtherance of such objects," which would make the paragraph

run as follows:—"That the following words be added, "in furtherance of such objects to uphold and preserve the powers conferred on School Boards by Act of Parliament." I will now put the amendment. Those in favour say "Aye." To the contrary "No." The amendment is lost. I will now put the resolution. Those in favour say "Aye." Against "No." The "Ayes" have it.

Balance Sheet.

Mr. E. M. Hance (Hon. Treasurer): You have already had a draft of the balance sheet, gentlemen, and I will simply hand it in, and formally move its adoption. There is only one remark I would like to make, and it is as to the effective income of the Association. The numbers of School Boards associated with us up to the present time are one more than you announced in your speech, Mr. Chairman. There are 290 School Boards who have paid subscriptions hitherto. The total income at present can be counted at £334 8s., which is £33 more than it was before the altered scale of fees came into operation.

The Rev. J. W. Cundey (Bolton): I have much pleasure in seconding the adoption of the Balance Sheet.

The President put the motion, and it was carried.

Mr. Harding (Gateshead): I beg to ask for some explanation of three items—two items for postages, and one item of legal expenses.

Mr. Hance: I think perhaps Mr. Wyatt will be able to explain the postages. You must remember that the Hon. Secretary has postages, and the Hon. Treasurer has postages, and I take it there are other postages besides.

The President: Think what a boon we are conferring upon the Revenue—three sets of postages. (Laughter.) Now I will put the report as a whole. Those in favour of the report will say "Aye." To the contrary "No." I declare it carried. It will now be a convenient time to adjourn. We meet at 10 o'clock to-morrow morning.

The Conference then adjourned.

WEDNESDAY'S PROCEEDINGS.

The Dean of Manchester presided over the resumed sitting of the Association on Wednesday morning, and in opening the proceedings said:—"Ladies and Gentlemen, this morning we

have to address ourselves to the notices of motion, and I hope that we shall throughout the morning's proceedings keep well to the point, and then, probably, we shall be able to set you at liberty for such other engagements as you may have in London. Mr. Wyatt will first explain the paper which has been circulated.

Mr. WYATT (Honorary Secretary): The foolscap printed paper which will be given to each representative is a list of the resolutions passed by the Association at the last annual meeting in May, and at the special meeting in December, in regard to the proposed amendment of the law of school attendance. These resolutions will be forwarded to the Education Department, and a member of the Executive will, at the end of the notices of motion, move that a deputation be appointed. These resolutions have been passed by the Association.

THE BLIND AND DEAF CHILDREN ACT.

The PRESIDENT: I now call upon the representative of West Bromwich to move the resolution which stands in his name.

Mr. H. BROCKHOUSE (West Bromwich): I wish to move the resolution, No. 1, standing in the name of West Bromwich.

> "That in the opinion of this Conference the maintenance and education of blind and also of deaf and dumb children should be a national and not a local charge, and that institutions for the reception of such children should be entirely under public control, and a place therein assured to every child afflicted as above."

The children who are referred to in the resolution are at present supposed to be maintained at some institution at the expense of the local rates. For West Bromwich this is not an excessive burden—about £25 each for ten children—but in many districts I believe it is a very excessive burden. In some parts of the country to maintain one child needs a penny rate, and, therefore, from the ratepayers' point of view, I hope you will support the resolution. But I support it on other grounds. I maintain that all afflicted children deserve the consideration of the community and the best help we can give them; and in the unequal struggle the best help we can give them is a good education and a good training, so that when they grow up they will not be a burden to themselves, to their friends, and to society. (Hear, hear.) These children will be better assured of that education if it is nationally provided for, and not left to the mercy of local authorities. There is a great temptation to poor boards to

overlook the existence of these children, and I say that a large number are excluded simply because of the enormous expense attached to them. Then the care of such children should properly be a national care, and not a local one. As far as the institutions referred to in the resolution are concerned, I have no charge to make against the present institutions of blind, deaf or dumb children, but if we grant the national responsibility, it is right that the State should control the institutions it supports. It is within the power of the present institutions to charge what they like and to refuse admission to children, and I believe the accommodation in the present institutions is very inadequate for all the children who should be admitted. At any rate, I know that some Boards have very great difficulty in securing admission for cases that have come under their charge. But apart from these difficulties, I maintain that the care of these children should not be left to any private person, or private body, or private charity. I appeal to this Conference on purely humanitarian grounds for these most helpless members of the community, and although the resolution may be rather crude I think it is for the Conference to place it before the country. No doubt if this resolution is passed the Executive will give some attention to it.

Mr. W. BRIMELOW (Bolton): I rise to second the resolution.

The PRESIDENT: You made a suggestion at the end of your speech in moving this, which I think was very valuable in itself, especially if you made it cover a little more ground. You spoke about the Executive dealing with this in detail. Now this is not quite so simple a matter as would appear at first sight. There is one misapprehension on your part. These institutions cannot charge just what they like; you must remember that; and also I, for one, think it would be very, very undesirable that you should remove altogether from what you might call the arena of philanthropy all enterprise of this sort. (Applause.) But you have stated a certain proposition, if you will allow me to say so, exceedingly well, with a great deal of force and a great deal of truth behind it. But I should be very glad now, if carrying forth your own suggestion, this matter could be relegated to the Executive Committee to consider it carefully in the light of anything which may pass this morning, and bring up a report upon the subject—(hear, hear,)—because then we should do nothing in a hurry. It is a very large order to say that all these institutions are to be made a national charge, and that the locality shall not take that interest which surely a locality should

take in distressed persons living within their own immediate purview. But the whole question is full of interest and I feel myself persuaded that it could be very well attended to if it were relegated to our Executive. Does anyone want to speak for the resolution? If not, will you accept my suggestion?

Mr. BROCKHOUSE: I shall be very pleased to accept your suggestion.

The resolution was then referred to the Executive Council.

Mr. G. H. DEAN (Tallington): The resolution I ask you to accept from Tallington, which is a very small School Board, is:—

> "That the maintenance of Blind and Deaf Children under the Act of 56 and 57 Vict. imposes an excessive burden upon Rural School Boards. That the Executive be instructed to approach the Education Department with the view of obtaining relief for such Boards by making Rural District Councils or County Councils the School Authority for the purposes of the Act."

It is on the smaller School Boards that you will find that this Act presses most hardly. That will be well known to them if they are here, but there are so few rural School Boards in association to this body—I take my information from the balance sheet.

The PRESIDENT: Relatively, yes.

Mr. DEAN: That being so we do not anticipate that you gentlemen keep yourselves up in our poor educational law. (Laughter.) It may not be known to some friends here that our small School Board areas realize so very small a sum in the £ as they do. It is not unusual for a 1d. rate to realize the munificent sum of £5—(laughter)—and it is a very common occurrence for the School Board rate of 1d. in the £ not to realize £20. Now how does this act upon our School Boards? In the first instance I am afraid that it makes our rural School Boards evade the Act—(hear, hear)—and from one or two cases which have come before you, you will perhaps not wonder at that. Composed of agriculturists mainly, and having to find the sinews of war, every 1d. rate is of extreme importance. Perhaps I may say, more is the pity that the School Board areas are so small. (Hear, hear.) But in one parish—I happen to be clerk of several Boards, and although I represent the small Board of Tallington, I am glad to say three or four other Boards are represented here to-day. (Laughter.)

The PRESIDENT : A pluralist. (Laughter.)

Mr. DEAN : In one parish in which they are interested—and I have stated the same fact in the room before, last year or the year before—there are two children who, beyond the slightest doubt, ought to be sent to some school or other, but they are not sent away. And why? Because the mere fact of sending these two children away would entail an extra rate of twopence in the pound in that small parish. In one small parish represented this morning—and perhaps the gentleman will support what I say—there lives a family of blind children, four in one family, which for many years, had this Act been enforced some years ago, would have entailed a rate of fourpence in the pound on that parish for the whole school career of those children. That is a very serious matter, but, perhaps, that is not the most serious matter. I will take two parishes. They say comparisons are odious, but I think I must, for my purpose, institute comparisons. The parish in which I live is under the sway of a School Board, and I being clerk can tell you that it is up to the mark. (Laughter.) I have copied these little idioms from our friend, the Chairman. (Laughter.) But, at all events, I think I may fairly say it is a parish of about 1,600 people, and has an average attendance at school of about 300, and everything that is proper and requisite for the parish. The neighbouring parish has a Voluntary school, with 1,200 people, and small, wretchedly-starved schools. ("Order," and laughter.) But how does this Act apply? We, in the parish in which I live, have to pay for our own children to go to deaf and blind schools, and no other parish assists us. The Act says the School Board is the school authority for the Act. But in the neighbouring parish, if they send a child away, we also have to pay our share for that child. That is the point we object to. (Laughter.) The funds for non-School Board districts come out of the general rate of the Rural District Council, so that if we are the only School Board under that Rural District Council, and there are forty parishes under that District Council, then we have to pay for our own children and have to assist all these forty parishes to send their deaf and blind children to school. Is that right? ("No.") No! Then I think I need not go very much farther in asking you to be good enough to see that my resolution is sent to our Council, and to see that they do their duty.

Rev. J. THOMAS (Helpstone) : I have much pleasure in seconding the resolution. I am the representative of the parish with four blind children, and there is no doubt the

tendency of this Board would be to neglect the education of these children as the Act at present stands. The education of these blind children would rest entirely upon the small rural parish of Helpstone. In the adjoining parish, a small parish which has a Voluntary school, if they had any blind children the expenses would be distributed over the whole district, and the Helpstone ratepayers would have to pay towards the support of these blind outside the parish as well as support all their own blind, and I maintain, gentlemen, that this is absolutely unfair and unjust. The resolution suggests that the expense should be borne either by the Rural District Council or by the County Councils. Now, I think that the County Council would be a very fair area, large enough to maintain the blind children of the whole district. And if it should happen that the County Council has a small area, there is no reason whatever why it should not join with the contiguous County Councils. Two or three County Councils might join together, and I think it would be far easier to get the expense borne by the County Councils than by the Exchequer. You know, gentlemen, in asking this it is by a far smaller demand, as the President pointed out, than if we went to Parliament. But if the Executive would lay the matter before Parliament, and suggest that the expense should be laid upon the County Councils, I think we should get it very much quicker.

The PRESIDENT: You second that it be referred to the Executive Committee.

Rev. J. THOMAS: Yes.

Mr. H. PALIN (Portsmouth): I wish to move an amendment. I think we are all in sympathy with the smaller Boards and willing to give them every assistance possible, but I would ask the Conference not to stultify itself by relegating educational matters to either the County Councils or the Rural District Councils. Therefore I move that the resolution be altered to read as follows:—

> "That the maintenance of Blind and Deaf Children under the Act of 56 and 57 Vict. imposes an excessive burden upon Rural School Boards. That the Executive be instructed to approach the Education Department with the view of obtaining increased relief for such Boards."

Having said that, I think the Conference has sufficient intelligence to grasp the meaning of the alteration, and I move the amendment.

Mr. J. W. LAMBTON (Tynemouth): I beg to second the

amendment that has just been proposed, but I would ask the proposer of the amendment to accept one small further amendment.

The PRESIDENT: You mean a verbal alteration.

Mr. LAMBTON: It is only the deletion of one word—to leave out the word "Rural," so that the resolution would read "imposes an excessive burden upon School Boards." With that small alteration, which I trust will be accepted, I second the amendment.

The PRESIDENT: Will the mover of the amendment accept the alteration. He says will you drop the word "Rural," and make it apply to all School Boards.

Mr. DEAN: I would like to point out that the Act itself—The Blind and Deaf Children Act—has already constituted that Authority. It has constituted the Rural District Council. They are the school authority under this Act, so that we are not creating another authority, neither am I prepared, as far as I am concerned, to eliminate the word "Rural." I ask for sympathy for the rural districts, and I hope next year you will put some rural member in the happy position Mr. Daniel was placed yesterday. (Laughter.) I will eliminate the County Council if you think well, as there is no recognition, except, perhaps, in a technical sense, of County Councils, and impose the duty on Rural District Councils.

The PRESIDENT: I understand that both the movers are willing that this matter should be referred to the Executive Committee. We understand that. The only question is the terms of reference; that is the way to put it. Now the terms of reference are scarcely agreed upon as regards the amendment. (Yes.) At all events, I gather that Mr. Palin, of Portsmouth, consents to the omission of the word "Rural."

Mr. PALIN: Yes.

The PRESIDENT: Then the amendment runs as follows:—

> "That it be referred to the Executive Committee that the maintenance of Blind and Deaf Children under the Act of 56 and 57 Vic. imposes an excessive burden upon Rural School Boards. That the Executive be instructed to approach the Education Department with a view to obtaining increased relief for such Boards."

Those in favour of that?

The amendment was declared carried.

Children of Weak Intellect.

Mr. F. Bird (Coventry): I move :—

> "That it is desirable to petition Parliament with a view of obtaining powers for School Boards to contribute towards the maintenance and education of children of weak intellect in institutions for that purpose."

Previous speakers have helped me considerably in the resolution. They, like myself, consider that the Education Act is intended to educate all children, whoever they may be, and the afflicted should have our sympathy and support. A man who has a child of weak mind must apply to the guardians for support, and must therefore make himself a pauper before he can get any help for his afflicted child. I feel that as so many speakers have expressed their sympathy towards afflicted children, and, I believe, are ready to support them, that I can with great confidence, Mr. Chairman, leave this matter in the hands of the Executive Committee, for I believe it will receive the support it so much deserves, and therefore have very much pleasure, on behalf of the Coventry Board, in proposing this resolution.

Rev. J. Worsley Cundey (Bolton): I shall have great pleasure in seconding that.

The President: This should carry the instruction that we should take steps as speedily as possible. We do not want to wait in a matter of this kind. Some School Boards are doing a very great deal in such education, especially in London. There are an enormous number of centres, some of which I have visited myself, and we have established similar centres in other large towns. But the question of maintenance is another matter also that should be referred to the Executive Committee, with the instruction to take steps as soon as possible to present a petition to Parliament.

The Rev. Dr. Bruce (Huddersfield): I think the question is a very much larger one. The number of institutions for the maintenance of children of weak intellect is too few. We have the Royal Albert Asylum in the north and you have the Earlswood Asylum, and I think there are others. But there should be a proper number of known institutions for this class of children, which should not be a charge upon any particular parish or School Board. I would like our friends to make the reference broader as to the importance of the matter of providing cheaper institutions, but equally efficient, for the maintenance and instruction of children of weak intellect. I should be glad to support a wider reference to the Executive Committee.

The PRESIDENT: Will you give the terms? We must have the terms. You see we are entering on rather a large field, and I should like to see the terms if Dr. Bruce will put them down. Dr. Bruce is on the Executive, and we can deal with the thing in a larger manner than at first seemed likely.

The Rev. E. F. M. MACCARTHY (Birmingham): I should like to say that these poor children of weak intellect whose charge is now laid upon the School Boards are children for which very little can be done. What little can be done can be best done by having them at their homes and in their homes—(No, no)—and bringing them day by day to the school—(No, no)—in order that some little opportunity may be taken to add to the interest of their narrow lives. More than this, it is our experience that these children of weak intellect are incapable of absolute classification. We have constantly cases where it is an open question whether a child should be taken out of the ordinary school and put into the defective class; and also we have cases where children in the defective classes have been pronounced after medical reference to be quite sound enough to go back to the ordinary classes, and they have been relegated back again to their school. All that delicate work can only be done by having a class for defective children in close touch with the ordinary classes in the school. In many cases it is one child in the family that has a weak intellect, and that child is brought to school backward and forward every day by the other children. I do hope that whatever reference is made to the Executive—and I feel that a reference should be made—that it should be sufficiently broad to enable the Executive, if it sees fit, to recommend that there shall not necessarily be any more institutions for children of weak intellect.

The Rev. J. W. CUNDEY (Bolton): May I suggest that the resolution take the form of petitioning Parliament with a view to maintaining further institutions.

The PRESIDENT: The question is to contribute to the maintenance and education. I am sure that Mr. MacCarthy has not weakened the position of the Executive in this matter, and I hear, on the very highest authority, that a Bill is already prepared with regard to this matter, and I think the resolution had better be left as it is.

Dr. BRUCE (Huddersfield): I have prepared the terms of a wider reference, and that is—

> "That the Executive Committee consider and report on the question of securing better provision from national

funds for the training and maintenance of children of weak intellect."

If I advert to the speech of the chairman of the Birmingham School Board, I would say I refer very largely to those children not capable of mixing either in the family or in the school; and I know of nothing but suitable institutions for their maintenance and care. I hope you will accept the wider interpretation of the reference.

A REPRESENTATIVE: Are we not interfering here with the duties of the Boards of Guardians when we are speaking of the maintenance of children. Would it not be their province and duty to look after the maintenance of these children?

The PRESIDENT: They would be very glad to hand the duties over. (Laughter.)

Mr. T. H. DEAKIN (Trevethin): My objection to the amendment is that it puts the whole charge on the national purse. But take the case of the lunatic asylums in the country. We all know that the lunatic asylums are largely supported by the national purse, but they are also contributed to by the counties, and they are local institutions. In my opinion all institutions for children with weak intellects should be maintained on the same basis as the lunatic asylums, and I think it would be a very great mistake to throw the whole work upon the nation, and so entirely abolish any local control. For these reasons I cannot support the amendment of Dr. Bruce. ("Vote, vote.")

The PRESIDENT: I would call attention to what you are voting upon. It is true that the interpretation is altered by the introduction of the words "National fund." It is quite a different thing from what we had before us before. It is moved by Dr. Bruce, and seconded by Mr. Cundey. Do I understand that you accept the word "National."

The Rev. J. W. CUNDEY: I would rather leave out the last words.

The PRESIDENT: We shall consider it both nationally and locally.

Dr. BRUCE: With that promise I am content to leave it.

The amendment was carried.

THE CUMULATIVE VOTE.

The PRESIDENT: The next motion is from Worcester, viz.:—

"(*a*) That the method of electing members to School Boards by cumulative vote is unsatisfactory as rendering

possible the return of unfit persons, is harmful as creating needless divisions, and is unconstitutional inasmuch as the members are not elected by a majority of the voters, and as a consequence of these defects School Boards do not command the proper regard of Parliament and the Nation at large.

"(*b*) That any change in the manner of electing School Boards should be based on that employed in Municipal Elections."

This resolution falls, as the representative is not here to bring it up. He has written to say he cannot come here.

Rating of Board Schools.

Mr. J. F. Adams (Tottenham), moved :—

"That in the opinion of this Association the rating of Board Schools (while Voluntary Schools are exempt) is unjust and inequitable, as it acts detrimentally to those districts whose School Boards carry out fully and efficiently the work connected with public education, and further, that it is calculated to lower the Special Aid Grant by giving a fictitious value to property within many School Board Districts."

He said: Gentlemen, in submitting this proposal to you, I would like to say a word or two to you on both the legal and the equitable aspects of the case. Before doing so, however, I ought to say that the Mitcham Board has decided to cast in their lot with me. That is the next proposal on the paper, and Mr. Hodges, of Mitcham, will second the resolution, which with your permission I now move. I wish to say a word or two first about the legal aspects of the rating of Board Schools. It was decided in the Court of Appeal in May, 1896, that Board Schools are rateable, and ought not to be excluded from the number of hypothetical tenants who might be willing to rent the premises. In other words, it was decided that an occupation of Board Schools by School Boards was a beneficial occupation within the meaning of the Act. And now as to the rate of assessment. It was decided at the same time that it was reasonable to calculate the amount at four per cent. on the original cost of land, and five per cent. on the original cost of buildings. These figures are not statutory, but no doubt at this time they have become almost so by custom. The Statute bearing on the case states that the rate should be calculated upon such an amount as would be reasonably paid

by a person wishing to occupy the premises. Now that being the law, it is not easy to resist it. But now I come for a moment or two to the equitable aspect of the case, and I say that while there is a dual system of schools in this country, Board Schools should be placed on a precise equality with Voluntary Schools. (Hear, hear.) Although the Court of Appeal decided that it was a beneficial occupation, I really do not see that equitably it is a beneficial occupation. Making various enquiries, I find the practice of rating Board Schools is very varied. There are three main classes of policy. There is the first class, where the Board Schools are not rated at all, such as at Brighton, Guildford, and numerous other places, and until very recently Tottenham. Then there is the second class, where there is something charged, not nominal, but slightly tangible. I think it is a 1s. a head on the average attendance. Then comes the third class, which follows on the decision given in the Court of Appeal, where they say it is four per cent. upon the value of the land and five per cent. on the value of buildings. I believe the majority of places follow that decision. Now I say then, that it is a fictitious value upon Board Schools. We know, whether we purchase land by compulsory powers or not, we have to pay more than the ordinary buyer; try as we may to avoid it. No doubt many Boards like ourselves have tried to buy quietly, but it does not often come off, and we have to pay more for land than the ordinary purchaser. I say it gives a fictitious value to the property of the Board. Then as to the buildings, we cannot build as we like. We must build. As time goes on building becomes more and more expensive, and therefore I say it is not a fair valuation upon which School Boards can be rated. (Hear, hear.) I do not wish to detain the Conference, but I would like to say a word or two as to what the other side says. We approached in our own case these people and asked them what they had to say for recently making up their minds to rate us at some £700 or £800 per school. The first thing they say is, "What difference does it make? It is simply taking money out of one pocket and putting it into another." I say that taking the money out of one pocket and putting it into another is a practice often open to a very great objection. (Laughter.) But, in this case, when you take it out of one pocket you must remember that before it goes in the other pocket there is fivepence in the pound for our rate collectors. The answer to that is, "Why should not the rate collectors have it." Well, ladies and gentlemen, considering their salaries

range from £500 to £1,000, I do not see why they should have it, and they are the only persons benefited by this change. Then they say, "What difference can it possibly make to us, because for all the money you want you simply have to serve precepts on the overseers, and we find it." If there is a point at all, it is this point. But when we examine it we find it is full of fallacy, because the system of rating adopted in one district will add twopence in the pound. But the special aid grant is based on the poverty of a district and its low rateable value. I have made calculations, and I find that we lose £1,000 of the special aid grant. Upon these grounds, Mr. Chairman and ladies and gentlemen, I trust that this resolution will have your unanimous consent. It is true it is put in an abstract form, but we are here to look after the interests of Board Schools primarily. That is our position. The resolution is in an abstract form, but no doubt the Excutive, if it is passed, will take care that it is put into proper form.

Mr. G. T. HODGES (Mitcham): I have great pleasure in seconding the resolution. Mitcham happens to be in a rural parish, and other parishes in the district have Voluntary Schools. The assessment of our Board Schools at Mitcham comes to nearly £700, and we have to pay on the rateable value of that, which imposes an extra rate on Mitcham parish above and beyond that which is paid by the parishes in the same union where they are under the Voluntary system. I think, from what has been said, you will heartily and unanimously support the resolution.

A REPRESENTATIVE: As a County Councillor, I am impressed with the necessity of exempting School Boards, as it works great injustice. Tottenham and Hornsey are the more populous districts of the county of Middlesex, and they are fast becoming working class districts by reason of the cheap train service. The county rate of threepence-halfpenny in the pound is levied on the county of Middlesex, which embraces Uxbridge and Teddington and many sparsely-populated places, so that a large part goes to benefit rural districts in which there is no School Board at all, and that is a substantial injustice and a reason why this resolution should be passed.

The PRESIDENT: Are you prepared to vote?

Mr. PALIN (Portsmouth): There is a matter underlying this which is of far greater import than the Conference may think. Personally, I shall not vote against it, but I wish to point out to you this, that where Board Schools form a large part

of the rateable value you are able to obtain loans at a cheaper rate. ("Oh.") I am afraid the Conference is not in sympathy with me. (Cries of "Vote, vote.") I will not occupy your time a moment, but I would point this out. In Portsmouth we find it necessary, because our urban rate is limited to 2s. 6d. in the £, to rate the Board Schools for the purpose of drawing money from the poor rate, which is far more elastic and which is unlimited, to help the sanitary rate. ("Oh, oh.")

The resolution was carried.

Higher Grade Schools.

The PRESIDENT: I understand that the next resolution from the Hull School Board will be withdrawn, viz.:—

> "That this Association learns with grave concern of the new departure in the policy of the Education Department with respect to the Higher Grade Schools and Schools of Science attached thereto in the following particulars:
>
> "(*a*) In refusing to sanction loans for the necessary extensions and alterations in the Laboratories and Premises which have been erected by loans contracted with their sanction and approval.
>
> "(*b*) In requiring that the Staffs and Accounts of these two classes of Schools shall be kept so separate and distinct from each other as to prevent the utilisation to the fullest extent of the services which the teachers are able to render to the education of the scholars.
>
> "That this Association is of opinion that this new departure, which threatens to render nugatory the labour and heavy expenditure which the great School Boards of the country have been engaged in for some years under the direct encouragement of the Department, partakes of the character of a breach of faith with such Local Authorities, and will prove highly injurious to the educational welfare of the poorer classes of children, which depend almost entirely on the Schools affected; and that the Executive be, and is hereby instructed to use all the means in their power to induce the Government to alter the recent practice of the Department in this respect."

Mr. LOCKING (Hull): We have received since the notice of motion information which makes us desirous of not pressing it forward to-day. We think it will have to be discussed nearer a general election.

The PRESIDENT: Will the Conference allow the withdrawal? The motion was withdrawn.

REPRESENTATION AT CONFERENCE.

The Rev. S. G. SHORT (Northborough) moved:—

> "(7) That it is advisable that all School Boards should have an opportunity of being represented at Conferences of the School Boards Association by, at least, two Delegates; and that the Association's rules as to representation be amended to give effect to this Resolution."

He said: It is with fearfulness and trembling I propose my resolution. First, because at every meeting of this Association at which I have been present, the Dean has always alluded to the limited character of the room in which we meet, and to the largeness of the assembly therein gathered, but, perhaps with greater fearfulness and trembling I propose my resolution because the clerk of our own School Board happens to be in the room, and the first part of this resolution happens to be the form in which it was passed by our own School Board, and the latter part is the part that was added by himself without, at any rate, my knowledge. (Laughter.)

The PRESIDENT: Don't give us the secrets of the prison house. (Laughter.)

The Rev. S. G. SHORT: But I shall be exceedingly glad if the collective wisdom of this august assembly will consent to accept the resolution in the most excellent and clear and workable form in which he has placed it before you. (Laughter.) I have only two points to bring before you, which I will bring before you in the shortest possible way. First of all, I think you remember, gentlemen, that every School Board is possessed of two elements—the members of the School Board and the Clerk of the School Board. (Laughter.) They are both of them, Mr. Dean, absolutely necessary elements—they are both of them excellent in their place. (Laughter.) I think it is most advisable that this Association should be in contact and complete touch with both these elements in every School Board in the whole of the kingdom. Now, then, comes the solution. Supposing the two facts I have laid down are true. The solution is either one of two it seems to me. First of all, a considerable enlargement of the number of the representatives, or, on the other hand, the grouping of small districts. I am compelled to say that in truth, Mr. Chairman—(laughter)—

and, of course, it lies with the Executive which of these courses it should be. I venture to say, if you only think, gentlemen, of these two facts I lay before you, you see at any rate the resolution in the form in which I represent it—the first half of No. 7—is such as you can carry to your own satisfaction, and to the benefit of our work. May I say just one word more against the principle of grouping. As far as I have been able to see, as one who travels a good deal about England, grouping tends very greatly to deaden and oppose progress, and so although it should be necessary for us to meet together in the Albert Hall, I say it is advisable in the interests of progress and education there should be two representatives from every School Board, however little that School Board may be, over the whole of England, so that every School Board may be sure of this—that it is not only represented by its clerk, but may also be represented by a member of the Board itself.

Mr. G. H. DEAN (Tallington): I happen to be the delinquent Clerk, so I am afraid, although I represent another School Board here, I really must second our worthy friend's resolution. (Laughter). I hardly do so on the grounds he has mentioned.

The PRESIDENT: Do I understand you to be the Clerk of the Northborough School Board?

Mr. DEAN: Yes.

The PRESIDENT: Then you cannot second it.

Mr. DEAN: But I am the representative of the Tallington Board here. (Laughter.)

The PRESIDENT: What a convenient man. (Laughter.)

Mr. DEAN: I think the temper of the meeting is that we should not hesitate long over this, but I do think in the case of rural School Boards last year you put the clock back a year in getting them to join this Association. While you have only one delegate for the small places I do not think you will have much support from them, if it is worth anything. There are only fourteen rural School Boards represented on this Association, and as I was instrumental in getting four of them here with great difficulty, I hope my words will have some little weight, and that you will agree to give them this representation so that we nervous men will not have to come up without support. (Laughter.)

The PRESIDENT: I think there is a very serious element of consideration in this question. I question whether it would be allowed. Apart from any other element of consideration would it be allowed that small School Boards should send up two delegates, and charge the expenses of the delegates to the small

School Boards unless they can be invited in the personality of one individual. (Laughter.) I am afraid that it is not within the range of practical politics. (A Voice: "There would be a penny rate.") (Laughter.) I am quite certain there would be no place in the United Kingdom which would hold the collective wisdom of such an august assembly. (Laughter.) It would blow up the Albert Hall itself. (Laughter.) Those in favour of the resolution? It is lost by an enormous majority. (Laughter.)

Electoral Districts.

Mr. John W. Jones (Swansea): I beg to move:—

> "That it be an instruction to the Executive Committee to prepare and submit for the consideration of the Association a scheme whereby England and Wales shall be divided into electoral districts for which the representatives of the Associated Boards on the Executive Committee shall be elected in equitable proportions."

We have sent up the resolution from Swansea because we think that the whole of the country should be fairly and equitably represented at this Association on the Executive Committee. We do not ask for ourselves what we are not prepared to concede to every other district; and we say that we have the right to expect continuous representation on the Executive Committee. You have been very good this year to represent the Welsh bodies in the person of Mr. Daniel, and the Principality is very grateful to you for doing it. But we do not want this to be quite by courtesy. We want the right to send a representative, and therefore I beg to move this resolution, and I think you will pass it unanimously, for it is reasonable and fair.

Mr. J. Treharne (Cardiff): I second the resolution.

Mr. A. E. Leete (South Shields): May I support it? I do so because the representative of my borough carried a resolution similar two years ago, but it was then deferred until the Association had amended its constitution to some extent. That constitution has now been amended, and it seems a favourable opportunity for again referring to the Executive Committee the duty of dealing with this question of representation.

Canon Moore-Ede (Gateshead): Mr. Chairman, ladies, and gentlemen, I think we must all be in sympathy with the aim and object of this resolution, but I venture to say that

the way in which the proposer desires to solve the problem is not one likely to be especially felicitous in its results. I speak from some experience, as I was on the committee of the executive which considered that resolution before, and we found it practically impossible for us to divide the country. So much depends upon local circumstances in the various areas, and I venture to say the true solution is to be sought in another way—by the formation in the different districts of Federations, which shall consider matters relating to the whole Association, and also their local circumstances. Some Federations of the kind have already been formed — one for Northumberland and Durham ; one, I believe, for Wales. You have seen the result of the Welsh Federation. There is also one in the West Riding. In that way, I think, not only will this question of securing right representation on the Executive Committee of the persons the various localities desire to represent them be solved, but also, I think, the question of the rural School Boards would be better dealt with than in any other way, because many Boards who won't send up to the centre in London have many local questions in which they want the aid and the assistance of the larger Boards. This, I think, would be best covered by an extension of the principle of Federations in the various localities, for the people in the localities know their own circumstances, and what should and what should not be included in the area. A great deal depends on railway facilities. Therefore, I think it would be far better to let this matter stand over for the present, and it will solve itself I believe in another way.

Mr. W. G. THOMAS (Carnarvon) : I rise to support the proposal by the Swansea School Board, and I do so because I think if this resolution is carried into effect that it will create a much greater interest amongst the School Boards of the country generally. (Hear, hear.) I think that each district ought to be in touch with the executive of this Association, and the only way in which that can be done is by allocating to certain districts a certain number of members. I feel much obliged to you for having elected my friend Mr. Daniel, but we think that every district ought to have the same opportunities. I do not say the whole of the executive can be elected in this form. I believe there are certain gentlemen whom it will be an honour to have members of the executive, independent of their living in certain districts, and I think a certain number could be co-opted in that form. I think if it be left to the executive to allocate two-thirds to certain districts, and co-opt

the remaining third, we shall have an ideal executive. (Hear, hear.)

Mr. E. M. HANCE (Liverpool): This matter has been under the consideration of the committee for some considerable time past, and you will remember at the last annual meeting the Executive Committee intimated that they were not in a position to deal with it until the membership of the Association should be somewhat more settled than it was. The basis upon which any allocation could be made was not fixed. But it has been considered from time to time carefully, and no doubt with the assistance of the gentleman who has come from Wales will be again considered. But the Association must understand that it is a question fraught with immense difficulty of detail, and this solution which is suggested from Wales may be one solution, but it may, on the other hand, turn out in detail, as I think it will, not to be practical. You have, for instance, two districts of the country from which an enormous number of School Boards send representatives—Yorkshire and Lancashire. If you are going to allot your representatives at all in proportion to population, the School Boards representing Lancashire and Yorkshire will receive a most undue representation. Now, it is almost impossible to think out a solution which will give an adequate representation to some parts of the country where there are very few School Boards, and these School Boards of very small size. I think it would be far better if the Association would leave this matter still to be discussed by the Executive Committee, who can consider all the details with the facts before them.

Mr. ADAMS (Tottenham): I rise with some diffidence to make a few remarks on this subject. I think that Canon Moore-Ede and Mr. Hance, in propounding the difficulties, have gone a little too far. They forgot to tell you of the anomalies existing now. Derby, with 120,000 or 130,000 inhabitants, has two members on the executive at present. Your present system is by no means perfect. We are all very much indebted to the executive for the way they do their work, but when they say the question is so full of difficulties that they cannot solve it, then they teach me more than I know. The teachers of the country have found no difficulty in doing it. It used to be a bone of contention to them that the whole of the executive came from one corner of the country, but that no longer exists. I say that the present system is by no means perfect, and it was only by the grand vote of the Welshmen and by the generosity of the executive that Mr. Daniel won that position. If Mr.

Daniel, whom I have known for many years, had simply been nominated and nothing had been said about it, he would not have had the ghost of a chance of getting on.

Rev. T. CAIN (Walmersley): I would ask if the mover of the resolution would accept a suggestion, viz., that instead of the words, "shall be divided into electoral divisions," the resolution should read, "shall be more equitably represented on the Executive Committee." That would include districts as well as any other consideration, and it would cover the entire ground.

The PRESIDENT: Will the mover of the resolution accept that? ("No, no.")

Mr. H. E. BRIDGMAN (Burton-on-Trent): I totally disagree with Mr. Adams in his last speech, and I would ask your indulgence for a minute or two to say a word on this question. I take it that every member here present has but one desire, and that desire is to get the very best educationalists who sit upon the School Boards to come here and represent the School Boards of the kingdom. Now, if the gentlemen of Wales are anxious to come here because they are Welshmen, instead of because they are excellent—as they are—educationalists, I see no reason why Wales should not ask and receive its proper representation, but I must say personally I do very strongly object to England being cut up into districts in order to get each district its proper representation, because it is quite conceivable under those circumstances men who are of the greatest value to the movement on the executive might be excluded because there happen to be more first-rate educationalists in that district than the district is entitled to have representation on this body. I think it is quite right and reasonable that Wales should have, and I am sure will always have, the right of proper representation, but I do hope the members of this Association will stick to the old method of electing the representatives from English districts at any rate.

Mr. JONES (Swansea): I will accept the amendment if my seconder will agree.

The PRESIDENT: What is the amendment?

Rev. T. CAIN: The amendment is to alter the resolution to read:—"That it be an instruction to the Executive Committee to prepare and submit for the consideration of the Association a scheme whereby England and Wales shall be more equitably represented on the Executive Committee."

Colonel C. T. WALLIS (Newport): I would like to support that. I think a plan can be found and brought before us next year.

Mr. DEAN (Tallington): I would like to ask one question. Does the mover of this amendment, in saying that there shall be more equitable representation of England and Wales, mean to say that there shall be an apportionment to England and Wales.

Mr WYATT: The amendment says "whereby."

Dr. BRUCE: I am willing now to support, as a member of the Executive Committee, the modified resolution: to take the whole question and reconsider whether electoral divisions might not be arranged for in some way. But I wish to say also with regard to any assumed exclusiveness on the part of the executive, that if we have not done what was wished by the Welsh members it was not our fault, but the fault of the Welsh brethren. As soon as they united with one gentleman, whom they wished us to regard as their representative, nearly all the Boards in the kingdom voted for him, and if other districts would do the same there would not be any difficulty. The Executive Committee are anxious that the districts should be equitably represented.

Mr. E. J. BROADFIELD (Manchester): Although not a member of the Executive Committee, I have had experience as a member, and I confirm what Dr. Bruce has said, that it has always been the desire of the executive to make the representation as equitable as possible, and I do not think the meeting is sufficiently alive to the fact that this proposal and the amendment really goes to interfere with the right of the delegates of the Association to select its own executive. We have been frequently told here, and we have read it in the newspapers, that it is desirable to extend the area of representation, but the hint is not taken. Twelve months ago you appointed an executive of 21, and of these, 12 were from Lancashire and Yorkshire. In spite of what we said then you have now appointed 6 from Yorkshire and 4 from Lancashire, and it seems that the Association on the whole is not disposed to restrict in the way the resolution proposes, and I think it would be unfortunate if we adopted any principle which would deprive the Association of the immense advantage of the presence on the executive of these men who know so much about the work, and by their devotion and experience are capable of directing us in a way which perhaps the majority of the new members might not be able to do.

The PRESIDENT: Are we not ready to vote? (Cries of "Vote, vote.")

Mr. W. R. LOCKING (Kingston-upon-Hull): They might consider if a scheme could be formulated by which one half of the executive could be elected from the districts and the other half elected from the community as a whole.

The PRESIDENT: They will consider everything. A more large-minded, large-souled body than the executive as at present constituted, can only be conceived when we get this more perfect scheme you relegate to us to consider. (Laughter.)

The resolution, as amended, was then carried.

RULES III. AND IV.

Mr. SUTTON (Burslem) moved:—

> "The substitution of the figures 30,000 for 50,000 appearing under Rules III. and IV."

He said:—In moving this resolution, we think that the difference between 30,000 and 50,000 is too great. Burslem is a place of 40,000 inhabitants, in a group of towns which has over 200,000 inhabitants, and we have no representation on this Executive Committee. If it is the wish of this Conference I will modify the resolution.

The PRESIDENT: You do not mean to say these are your sentiments, and you change them if necessary. (Laughter.)

Mr. SUTTON: As any alteration of figures under that head would necessitate an alteration of the regulations of the Education Department, I will modify them.

The PRESIDENT: I cannot allow people to get on their legs and modify. (Laughter.) I shall take this as it is. It will do very well. It means men and money. (Laughter.)

A REPRESENTATIVE: Would it not be well to withdraw it and alter it, and move it next year? (Laughter.)

Mr. PALIN (Portsmouth): I move that we proceed to the next business.

The PRESIDENT: No; I think we will give Burslem a chance.

The motion was seconded, put, and defeated by an overwhelming majority.

The PRESIDENT: We have lost £28. (Laughter.)

VACCINATION OF PUPIL TEACHERS.

Mr. G. BROWN (Belper): No doubt you have all read the resolution before you, but I have to move:—

> "That having regard to the exemption allowed by the Vaccination Act, 1898, in favour of persons having conscientious objections to vaccination, this Association is of opinion that the requirement of the Education Department

that teachers must have been vaccinated in order to be recognised as part of the school staff, should be relaxed in cases where a conscientious objection exists on the part of the teacher or his or her parent or guardian; and that a copy of this Resolution be sent to the Education Department."

The Board which has forwarded this resolution think it is one which is worth the consideration of the Association of School Boards. At present the law requires the vaccination of teachers. I can well understand that when compulsory vaccination obtained, and before relief was given to conscientious objectors, it might be necessary that all our teachers should be vaccinated, but seeing that a concession has been made by the Legislature to those who take objection to vaccination on conscientious grounds, my Board seem to think that there ought to be the same concession made to teachers in schools. That is the view the School Board I represent hold. We have a case before us which has caused us to bring it before the Association. We have a teacher who has been in our school for nearly four years. The time is now come when we want her recognised as a teacher. She has not been recognised as a teacher up to the present time. She has been a monitress for four years. ("Oh, oh.") If I am allowed to explain I would make it perfectly clear why that has been the case. At the time she ought to have been apprenticed and become a pupil teacher her state of health was such that the doctor would not give a certificate. She was anxious to remain a teacher, and she is a very valuable teacher. She was a teacher we were very reluctant to part with, and she has remained a monitress during the whole time. (Shame.) It was at her own wish she remained, and not at the wish of the Board. She has now arrived at a time when she thinks she should obtain a better position—(laughter)—and we are quite of the same opinion—(renewed laughter)—and are prepared to raise her to a better position. (Hear, hear.) We have raised her salary very considerably. (Laughter, and cries of "Vote.") We have raised her to a better position—

The PRESIDENT: The question is vaccination, not the whole history of this particularly unfortunate young girl—(laughter)—a monitress for four years who wished to retain this position, and also wishes to better herself. (Laughter.) I am not surprised at it. (Renewed laughter.) She has bettered herself, I hope; but let us keep to the point.

Mr. BROWN: As the Government has allowed conscientious

objection in the case of scholars, I think the same should be allowed to the teachers.

Mr. LONG: I should like to second this, and I shall vote in favour of this resolution, because I think it is giving fair play to every person in the school.

A REPRESENTATIVE: I stand in the rather unique position of being clerk to the School Board and also vaccination officer. Reference has been made to the Act of 1898, but that to my mind is without meaning, because the law cannot compel any one to be vaccinated over fourteen years of age, and so the reference to this new Act falls to the ground. I did not think that I should have the conscientious objector follow me to London. We have had him in Parliament and we have had him at elections, and I hope this meeting will not go in for him. The volume of opinion to my mind is in favour of the Act. As far as I know, as a vaccination officer and also as connected with the School Board—and I ought to know something about the matter—it is that there is no practical grievance whatever in this question. If there is an outbreak of small pox—and we do not know when it will occur; it has already done so in an adjoining county—then you will have your teachers being re-vaccinated, and a great many of the schools will be upset.

Rev. O. T. L. CROSSLEY (Poulton-cum-Seacombe): This seems to me to be a unique opportunity to express to the Government our opinion that we are not so enamoured of this late enactment as to desire that this exceptional legislation should be made permanent. We must protect our children, and however much we may respect their convictions we must not allow teachers to be the medium of introducing any disease into the schools. I hope you will not accept the motion, and thus show that we have also the physical welfare of our children deeply at heart. (Cries of "Vote.")

Mr. PALIN (Portsmouth): I move that the question be now put.

Mr. TERRY (Belper): I ask for a fair hearing. All I wish to say is this, and it is the view of our Board, that the Government having allowed this conscience clause in the case of infants who cannot think for themselves, surely the same thing to be logical should apply also to teachers. A further reason I would like to add in favour of the resolution is this——(Cries of "Vote.")

The PRESIDENT: I must ask for order, but you are really repeating what has been said by a member of your own board.

Mr. PALIN: I ask your ruling. If any member rises and proposes that the question be now put and it is seconded, should it not be put to the meeting?

The PRESIDENT: Not when you are arguing a thing like this. (Laughter.)

A REPRESENTATIVE: Is the Chairman the absolute judge? (Cries of "Yes, Yes.")

The PRESIDENT: I give a reason: I think it delays us. If this gentlemen may be allowed to finish what he has to say, I will then put the question.

Mr. TERRY: All I have to say is this, if the meeting will allow me to proceed. If the Government having allowed—

The PRESIDENT: You have said that. (Laughter.)

Mr. TERRY: I think they should be given the chance of a conscientious objection.

The question was then put and the resolution was defeated.

THE QUEEN'S SCHOLARSHIP EXAMINATION.

Mr. LEONARD (Crook and Billy Row) moved:—

> "That as the Queen's Scholarship Examination is held about the middle of December in each year, and as the results are not made known until the last week in March of the following year, the Association be asked to bring pressure to bear on the Education Department to publish the results within six weeks of the examination in order that the Pupil Teachers may be appointed under Article 50 as early as possible, and the schools properly re-staffed."

He said: I wish to leave out of this resolution the two last lines, I think the resolution itself is so self-evident, and most of the gentlemen here will have experience of School Boards as managers, that they will have found the difficulty presents itself to them as well as the teachers. They do not know the result until some time at the end of March and sometimes the first week in April. My Board is assured that there is no difficulty whatever in letting the results be known sooner; the whole thing is in connection with the Education Department. I move the resolution.

A REPRESENTATIVE: I second it.

Archdeacon BROOKE: I think it is absolutely impossible to get the examinations complete and the returns made out in six weeks, however much we may desire it. It is no use in a body of this kind asking for it. I speak as an examiner.

The PRESIDENT: We are asked to vote to bring pressure—I do not know what that means—(laughter)—to bear on the Education Department to publish the results within six weeks of the examination. You want to say "as speedily as possible."

Mr. LEONARD: We have no objection to that at all.

The PRESIDENT: You are a reasonable man, I see. Those who agree to this? That is carried.

PAYMENT OF THE GRANT.

Mr. J. MANDALE (Workington) moved:—

> "That this Association re-affirms its resolution of May, 1897. 'That as considerable inconvenience is caused to Managers of Public Elementary Schools by the present system of payment of the Annual Grant in one sum, it is desirable that steps should be taken to endeavour to induce the Education Department to pay the Grant in Quarterly instalments, as in the case of the fee grants.'"

He said:—This resolution was passed unanimously two years ago. The reason then for its passing was perfectly obvious. I believe the reason is as perfectly obvious to-day as then, but it has not yet been carried out. If we re-affirm it to-day possibly our importunity may have the desired effect upon the Education Department. There is an additional reason I would like to state in moving the re-affirmation of this resolution, and that is, first, the special aid grant. Now, it so happens in some years we receive the whole of the annual grants, including the evening school grant and the fee grant between August and the 29th September. You will at once see that the credit balance on the 29th September is a very large one. Now that particular Act of 1897 states that if the credit balance exceeds one-fourth of the annual expenditure of the school, a certain deduction will be made on the special aid grant. Now it so happens that the particular school I represent received the whole of its grant from August to 29th September, and in the month of August the account at the bank was overdrawn. On the 29th of September we had a considerable sum of money over the one-fourth of the annual expenditure of the school, and a sum exceeding £200 on that account was, through no fault whatever of the Board, deducted from this special aid grant. If the annual grant were paid quarterly then this credit balance and overdrafts would disappear, and the injustice, as I call it, would cease.

Mr. J. S. CORBETT (Wolverhampton): I second it.

The motion was carried.

School Attendance Law.

The President: The next group naturally fall, under our rules, to the Executive Committee. These must be referred to the Executive Committee, and I now call on Mr. Moss, who has something to bring forward at the instance of the Executive Committee.

Mr. J. F. Moss (Sheffield): I beg to move:—

> "That the Executive Committee be requested to arrange for deputations to wait on the Lord President of the Privy Council and the Vice-President of the Committee of the Council of Education with a view to strongly urging the importance of early legislation on the lines indicated in the report on the law of attendance, which was unanimously adopted at the last annual meeting of the Association." [See page 479.]

The Executive Committee took action at your instance last year, and now it is proposed by the resolution to again enforce what you have wished in the matter.

Mr. W. Brimelow (Bolton): I second.

The motion was carried.

Pupil Teachers' Agreements.

The President: I believe, ladies and gentlemen, this is the first time I have had the satisfaction at ten minutes to twelve, this month of May, to say that our business is concluded.

A Representative: But there are the other resolutions.

The President: They go under the rules to the Executive Committee, but, of course, you can move them if you wish.

Mr. Plummer (Newcastle-on-Tyne): This is the first time that Newcastle-on-Tyne has submitted a resolution, and therefore we would like to say a few words in respect to it. I do not think that it requires more than a very few words from me in asking your favourable acceptance of this two-fold resolution which stands on the agenda. It is:—

> "That the Executive Committee be requested to approach the Education Department with the object
>
> "(1) Of securing the insertion of the word 'a' in the place of 'the' in the 3rd line of Art. 1 of the Form of Memorandum of Agreement (Art. 36) for a Board School, and of thus rendering it unnecessary to execute a new Memorandum of Agreement whenever a Pupil Teacher is

transferred from one School to another under the same Board.

"(2) Of securing the insertion of the following words (or words to the like effect), immediately following the word 'School' in line 3 of Art. 63, viz. :—'or, where two or more Schools are under the same management, in one or more of such Schools,' and thus enabling Teachers to obtain their Parchment Certificates after eighteen months' service in any *School* or *Schools* under the *same* management."

I would describe it as a resolution to abolish the system of red tape. We find it exceedingly inconvenient as a large Board having many schools that we should be required to go through the present cumbrous method of cancelling the indentures and entering into new indentures when transferring teachers from one school to another. (Cries of "Agreed.") If that is agreed I will pass on to the second part of the resolution, which is one also I think for the abolition of red tape. It is distinctly in the interests of teachers. The teachers, as we all know, have to serve a period of at least eighteen months in one school at the present time before obtaining their parchment certificate. We consider that if they serve it in any school under the same Board that will do equally well.

A REPRESENTATIVE : I second it.

Archdeacon BROOKE : May I point out before you pass this resolution why the eighteen months limit is fixed. The teachers are generally changed because they are not getting on in one school. I think there should be some limitation in cases where Boards are perfectly satisfied with the service of the teacher.

The resolution was carried.

OVER-WORKED SCHOOL CHILDREN.

Mr. BUTLER (Hornsey) : I move the resolution standing in the name of the Hornsey Board :—

"That the Executive Committee be requested to prepare and forward to the Education Department, on behalf of the Association, a memorial drawing attention to the excessive labour imposed upon many young children attending school full time and at work out of school hours, as shown by the returns sent to the Department in response to their Lordships' circular letter (No. 415) of June last, urging that such employment unless carefully guarded is likely, as the Department admit, to endanger the health

of the children, and to injure substantially the general education of the people: and praying that the Department will arrange as speedily as possible for a measure to be brought before Parliament dealing with the serious evil that has been disclosed."

Since this resolution was drawn up the country has listened to the speech of Sir J. Gorst on the very subject, and I think I shall be consulting your convenience by simply moving the resolution.

A REPRESENTATIVE: I second it.

The resolution was carried.

VOTE OF THANKS.

Dr. BRUCE: Our proceedings are now come to a close, and I rise on behalf of the Executive Committee and of the whole collective wisdom of this august assembly—(laughter)—to propose a very hearty vote of thanks to the Very Rev. the Dean of Manchester for presiding over our assembly. (Cheers.) I know his great interest in education, and the ability and the assiduity which he displays on the Executive Committee, and the urbanity with which he presides over our annual meetings, and I very heartily move our best thanks for his presidency over us.

Professor ANTHONY: I have much pleasure in seconding that.

The resolution was carried with acclamation.

The PRESIDENT: I am very much obliged to you. I should like to say I recollect very well when I was Sheriff's Chaplain in the year 1864, driving up to Lancaster Castle with the two judges—both of whom are gone to their rest. One judge said to another, "May be we shall see so and so by and bye," and Mr. Justice Willes—not the present Mr. Justice Wills, but the one who spelt his name with an "e"—replied "*May bees* never fly about in March." (Laughter.) I have been reminded of this *August* assembly, but it meets in May—(laughter)—and it meets every year in May, and in the month of May Her Most Gracious Majesty we hope will attain her 80th birthday, and I think we should not separate without saying "God bless the Queen"—(cheers)—and "God save the Queen—and ourselves"—(laughter)—as one of the noblest institutions that has found place, and has been firmly established, I believe, in the affection of the people—(laughter)—during the reign of Her Most Gracious Majesty. I heartily thank you, but I should be ashamed of myself if I could

not conduct the proceedings of what may be said to be perhaps one of the most orderly assemblies—occasionally—(laughter)—that I have ever had the pleasure of presiding over.

ELECTION OF EXECUTIVE COMMITTEE.

The following are the numbers of votes recorded for the Officers of the Association, and for the Executive Committee :—

PRESIDENT.—Cockburn, G. J., Leeds, 6; MACLURE, VERY REV. E. C., Manchester, 132; Moore-Ede, Rev. Canon W., Gateshead, 4; Reay, Rt. Hon. Lord, London, 11; Stanley, Hon. E. L., London, 20.

VICE-PRESIDENTS.—Anthony, Rev. Prof., Plymouth, 15; Bruce, Rev. Dr., Huddersfield, 36; Bemrose, W., Derby, 3; Baines, Alex., Leicester, 2; Broadfield, E. J., Manchester, 3; Claridge, W., Bradford, 12; COCKBURN, G. J., Leeds, 122; Daniel, W. L., Merthyr Tydfil, 31; Jones, John Wm., Swansea, 3; Kellett, W., Dalton-in-Furness, 1; Lester, Rev. Canon Major, Liverpool, 13; MacCarthy, Rev. E. F. M., Birmingham, 11; Moore-Ede, Rev. Canon W., Gateshead, 17; Mander, S. Theodore, Wolverhampton, 5; Maclure, Very Rev. E. C., Manchester, 13; Plummer, W. R., Newcastle-on-Tyne, 3; Reay, The Right Hon. Lord, 18; Roe, Sir T., Derby, 4; Sandford, Rev. F. G., Sheffield, 2; STANLEY, Rt. Hon. E. L., London, 118; Stevens, W., Brighton, 1; Thomas, Wm. Griffith, Carnarvon, 4; WOODWARD, J. H., Bristol, 56; Williams, Lewis, Cardiff, 7; Wyatt, C. H., Manchester, 3.

HONORARY TREASURER.—HANCE, E. M., Liverpool, 170; Harding, E. J., Gateshead, 2; Moss, John F., Sheffield, 5.

HONORARY SECRETARY.—Packer, W., Leeds, 3; WYATT, C. H., Manchester, 171.

EXECUTIVE COMMITTEE. — Abel, W. J., Nottingham, 13; Adams, J. F., Tottenham, 14; Affleck, Robert, Gateshead, 3; Allin, W. H., Devonport, 3; ANTHONY, Rev. Prof., Plymouth, 121; Bailey, Rev. Amos, Fleetwood, 2; BAINES, ALEXANDER, Leicester, 103; BEMROSE, WILLIAM, Derby, 98; BRUCE, Rev. Dr., Huddersfield, 133; Blair, Rev. R. S., East Ham, 1; Brigg, John J., Keighley, 3; Brimelow, William, Bolton, 6; Broadfield, E. J., Manchester, 13; Brooke, Archdeacon, Halifax, 15; Bryers, T. W., Sunderland, 6; Butler, J., Hornsey, 2; Charles, Henry P., Neath, 4; CLARIDGE, W., Bradford, 114; COCKBURN, G. J., Leeds, *Vice-President*; Cockshott, Jonas S., Keighley, 7; Craven, John E., Todmorden, 2; Croad, G. H.,

London, 8; Cundey, Rev. J. Worsley, Bolton, 8; Dauncey, Charles, Bedwellty, 1; Davis, Edwin Harry, West Hartlepool, 2; Davies, D. P., Aberdare, 3; Davies, Rev. John, Cockett, 2; DANIEL, W. L., Merthyr Tydfil, 136; Deacon, H. Wade, Widnes, 16; Denby, Ellis, Shipley, 5; Dobson, Alderman, Grimsby, 2; Duthie, O., Salford, 3; Dyson, Howarth, Nelson, 2; Evans, Rev. David, Pembrey, 3; Fishwick, Lieut.-Colonel, Rochdale, 5; Fleming, Rev. J., Longton, 5; Fletcher, Rev. C. J. H., Oxford, 2; Foulkes, Rev. J., Aberavon, 4; Freeman, Mrs. K., Swansea, 5; Garbutt, T., Bradford, 15; Goddard, Alfred, Newcastle-on-Tyne, 4; Gotch, D. F., Kettering, 2; Greaves, Rev. J. H., Hornsey, 2; Hadfield, Rev. George, Wombwell, 5; Halden, A. W., Swansea, 10; Hall, John Thompson, Darlington, 4; Hance, E. M., Liverpool, *Treasurer;* Harding, E. J., Gateshead, 11; Hardy, S. Cozens, Norwich, 6; Hill, Jenkin, Briton Ferry, 3; Holmes, Rev. T. W., Sheffield, 13; Hooson, Edward, Ruabon, 4; Howell, William, Cœdfranc, 4; Howell, W. G., Ystradyfodwg, 6; Hughes, Rev. J., Llangeinor, 1; Hume, J. Hepburn, Ipswich, 3; Hunt, William, Nottingham, 7; Jackson, J. J., Cardiff, 5; James, Rev. David R., Dukinfield, 2; Job, T. H., Llangeinor, 1; Jones, John Wm., Swansea, 5; Jones, E., Burnley, 2; Jones, W. M., Pontypridd, 2; Kenrick, G. H., Birmingham, 14; Knox, Rev. A., Birkenhead, 3; Lambton, John W., Tynemouth, 4; LESTER, Rev. Canon Major, Liverpool, 103; Lewis, Rev. Canon, Nottingham, 2; Lillington, W. B., Weston-super-Mare, 1; Locking, Wm. R., Kingston-upon-Hull, 3; Longbottom, Rev. J., Leeds, 4; MACCARTHY, Rev. E. F. M., Birmingham, 66; MACLURE, Very Rev. E. C., Manchester, *President;* MANDER, S. THEODORE, Wolverhampton, 97; Minific, Mark, Weston-super-Mare, 2; Moir, Lewis, Ipswich, 14; Moore, Rev. Frederic, Aston, 2; MOORE-EDE, Rev. Canon W., Gateshead, 123; Morgan, Rev. G. Hay, Tottenham, 1; Morgan, Rev. Wm., Mold, 1; Morris, Rev. Henry, Aberavon, 2; Morris, John, Aberdare, 2; Morris, J. W., Bath, 2; Morrison, Col. G. H., Liverpool, 4; MOSS, JOHN F., Sheffield, 127; Neild, Herbert, Tottenham, 1; O'Donnell, Dr. P. J., Barry, 2; O'DONOGHUE, D. J., Kingston-upon-Hull, 102; O'Sullivan, Rev. T., Heston, 3; Owen, George, Oswestry, 1; PACKER, W., Leeds, 134; Palmer, J. A., Birmingham, 12; Parry, Rev. J. B., Burnley, 1; Plummer, W. R., Newcastle-on-Tyne, 7; Poynter, Rev. J. J., Oswestry, 1; Ransom, Edwin, Kempston, 1; Reah, Robert, South Shields, 5; REAY, The Right Hon. Lord, London, 99; Rees, David, Llantwit (Lower), 3; Roberts, H. G., Mold, 1; ROE, Sir T., Derby, 69; Rowcliffe, W. E., Moss Side, 27; Sandford, Rev. F. G., Sheffield, 2; Scott, Rev. Canon J. J., Salford, 59; Sharp, J. W., London, 2; STANLEY, The Hon. E. L., London, *Vice-President;* Stevens, W., Brighton, 2;

Stevens, E., Merthyr Tydfil, 1 ; Talbot, E., Batley, 4 ; Thomas, Rev. U. Rees, Bristol, 24 ; Thomas, W. Griffith, Carnarvon, 7 ; Thomas, J. D., Bedwellty, 2 ; Thomas, A. H., Llansamlet (Higher), 1 ; Thomas, A. Russell, Neath, 2 ; Toms, Rev. H. Storer, Enfield, 2 ; Trick, W. B., Clyne, 2 ; Wallas, Graham, London, 6 ; Watkins, Ifor W., Llanelly (C), 2 ; Weatherhead, Rev. Canon, Poulton-cum-Seacombe, 2 ; Webb, Albert, Worcester, 1 ; White, George, Norwich, 15 ; Williams, Lewis, Cardiff, 23 ; Williams, J. Allen, Llanelly (C), 26 ; Williams, Rev. W., Barry, 1 ; Williams, Rev. J., Llansamlet (Higher), 1 ; Williams, Rev. Ll. G., Merthyr Tydfil, 4 ; Williams, D., Resolven, 2 ; Wood, Rev. Canon A. M., Runcorn, 3 ; Wood, Peter, Sunderland, 5 ; Woodward, J. Hy., Bristol, *Vice-President ;* Workman, W. P., Bath, 3 ; Wyatt, C. H., Manchester, *Secretary.*

Scrutineers, Edward M. Hance and D. Jno. O'Donoghue ; *Honorary Secretary*, Charles H. Wyatt.

RESOLUTIONS OF THE ASSOCIATION REGARDING THE AMENDMENT OF THE LAW OF SCHOOL ATTENDANCE.

Exemption from School Attendance.

That in the opinion of this Association the time has arrived when the half-time system of school attendance should be abolished, and as a step in that direction the minimum age for half-time exemption be raised from eleven to twelve.

That the standard for half-time exemption at 12 years of age be not lower than standard V.

That the standard for whole time exemption be not lower than standard VI., and that such exemption be not allowed in the case of any child under 13 years of age.

That whole time exemption from School attendance be granted in the case of a child over 13 and under 14 years of age, on condition that such child has made three hundred attendances, annually, for any five years after seven years of age ; also, that after the expiration of two years from the amendment of the existing Regulations, the attendance qualification for the whole time exemption be further raised, for a child over 13 years of age, to 350 attendances per annum for any five years.

Labour Certificate Examinati

That in the opinion of this Association the system of labour certificate examinations should be abolished, and that right to claim exemption from attendance at public elementary

schools should be based upon age, attendance, and school classification.

That Bye-laws made under Section 74 of the Education Act, 1870, apply to children up to 14 years of age.

That the maximum penalty for neglect of School attendance be increased to 20s., including costs.

That it be made clear that before instituting proceedings against parents, School Authorities be empowered to pay for medical certificates for children in cases where sickness is alleged as the cause of absence from School.

That in all cases of commitment to a Day Industrial School the period of detention be extended to 14 years of age so as to obviate repetition of proceedings in cases uncured by a three years' term, still reserving to the Managers the power to license out where desirable.

That it be made clear that on the removal of parents of blind and deaf children from one district to another the liability for the maintenance and education of their children shall instantly attach to the authority of the district in which the parents have gone to reside.

That greater freedom be given to School Boards in adopting Prize Schemes to encourage regular attendance at school.

That a Magistrates' School Attendance Order shall not need to specify the school, and shall remain in force until the child has been legally exempted from school attendance, without regard to the place in which the child may be residing or in whose care it may be, on warning by any duly authorised officer to the actual custodian that such order is in force.

That parents be required to give a qualified Attendance Officer any necessary information respecting the age and school attendance of their children.

That a more summary method be adopted for collecting the contributions from parents of children committed to Reformatory and Certified Industrial Schools and Day Industrial Schools.

That the enforcement of fines inflicted by magistrates under the Elementary Education Acts should devolve entirely upon the police, and not upon the School Board or School Attendance Committee.

School Planning.

Organisation of Public Elementary Schools—Infants' Departments—Separate Departments for Boys and Girls—Mixed Schools.

CARE must be taken to so organise the various departments of a public elementary school that no department thereof shall at any time during the school year be unduly crowded. As a rule in working-class districts the departments for older children have the largest attendance immediately on the drafts being received from the infants' department. In these senior departments, under normal conditions, the attendance may, if anything, decline as the school year progresses owing to the leaving of children who have passed the school age or who have reached the educational standard for full-time or half-time exemption. The infants' schools are invariably most crowded in the closing months of the school year, relief being obtained when the older children are drafted to the boys' and girls' departments. The attendance in the infants' school is naturally the most irregular part of the attendance of the school as a whole, and this is particularly the case where there is a large number of "babies," *i.e.*, children under five years of age. The attendance of young children is encouraged by many school managers, especially in poor districts, special "babies' rooms" and means of recreative instruction being provided. Such a provision is undoubtedly a blessing to many of the parents and a benefit to the children, seeing that they are housed in healthy premises, and pleasantly engaged in games, kindergarten work, and such occupations as are suitable to their age. The babies' room, in a well-managed infants' department, is frequently the most interesting part of the school. The weather is also an important factor in the attendance of infants—the children attending better in summer than in winter. Epidemics of measles, whooping cough, &c., are a great hindrance to the attendance. The varying conditions of the attendance of infants must be remembered in allotting to them their proportion of the whole accommodation of the school.

The relative needs of boys, girls, and infants will, as a rule, be met by giving a third of the accommodation to each. Some Boards adopt the proportions of 30, 30, and 40. The Annual Report of the Education Department for

the year 1898 shows that there were on the books of public elementary schools in England and Wales last year 5,575,997 children, divided as follows :—Boys, 1,799,973 (or 32 per cent.); girls, 1,763,401 (or 32 per cent.); and infants 2,012,623 (or 36 per cent.).

Boys and girls must have a floor space reckoned at 10 square feet for each child in average attendance, an allowance reckoned on the annual attendance of the school, but subject to the condition that at no time shall the rooms be overcrowded, the infants may be reckoned at 9 square feet per child. For the reasons already given it will be following a wise precedent in arranging the accommodation of the school to provide for the infants at the same rate as that applicable to the departments for the older children. Accommodation will thus be officially sanctioned for rather more infants than for boys and girls. The departments into which public elementary schools are usually divided are :—

(*a*) Infants' School, under a Mistress.
(*b*) Boys' School, under a Master.
(*c*) Girls' School, under a Mistress.

Or there may be the following alternative arrangement for the children outside the infants' school, which is almost universally a mixed department :—

(*a*) Senior Boys' Mixed School, under a Master.
(*b*) Junior Girls' Mixed School, under a Mistress.

When a separate department school is arranged, provided there is need for a large school, the total accommodation provided is generally for 1,000 or 1,200 children, *i.e.*, 400 infants on ground floor, 400 boys and 400 girls in two departments on the upper floor. In towns the Board Schools are generally two-storey buildings—the accommodation on the ground floor not needed for the infants' being utilised for special rooms for cookery and laundry work (for girls), or wood-work instruction for the boys. This is the arrangement adopted in the sketch plans given in the last chapter. Three-storey schools are to be found in London, where the great cost of land necessitates lofty buildings. In rural districts, and in towns where land is cheap, one-storey schools are frequently provided; the erection of the latter, however, is generally found to be more expensive, owing to the increased amount of roofing required.

Mixed schools are almost universal in the large towns of Scotland—the boys and girls forming the senior departments being under the charge of the Head Master, who also controls

the juvenile school. Sometimes, however, the Infants' Mistress is independent.

In England, as a rule, the Infants' Department is under the charge of an Infants' Mistress, except in the case of small mixed schools, where, should the attendance of infants be below 60, they are formed into a class taught by one of the women assistants in the school. Judging from their practice, the majority of School Boards do not see any advantage in placing the infants' department under the control of the Head Master of the mixed school. The efficient instruction of infants' is entirely distinctive from the other work of the school, and is of so much importance in itself, that it demands the attention of a responsible Head Mistress.

Although there are few towns in England where the mixed system has been adopted for all the Board Schools, there are many towns where schools of this class have been established, and, of late years, there has been a considerable increase in the number of Board Schools so organised.

The teaching of boys and girls together in one school, under the direction of one head teacher, has much to recommend it. Certainly, from a school planning point of view, it aids simplicity of arrangement and economy in the cost of erection. For example, only one central hall is necessary, and a more compact building can be provided than is possible in the case of a school having more than one department for older children. There is a consequent saving in the actual portion of the site occupied by buildings, and thus the playgrounds are benefited. The compactness of a well-designed mixed school also economises the amount of the roofing of the building, an item of no inconsiderable moment in the cost of school provision. In the case of large mixed schools there is also a considerable saving in cost of maintenance, hence it is possible to pay liberal salaries to the class teachers employed. The same is true of books, apparatus, and stationery, the consumption of stores being better controlled by one head teacher than by several.

It is claimed for the mixed system that the greatest benefits secured by its adoption are those obtained by the children and teachers. With boys and girls taught together in the same classroom the manners of the boys are certainly influenced for good, and there arises a spirit of emulation or desire to excel in good behaviour and attention to work on the part of both which is pleasant to witness in all well-taught mixed schools. One of the positions taken up by the advocates of the system, is that whilst boys and girls are together in family life, in places

of worship, in the public thoroughfares, and in numerous other places, the school is the only place where it has been the practice to keep them apart—a position it is somewhat difficult to attack, seeing that of all the places where children mix in each other's society the day school is the one where they are under the most perfect discipline.

In a mixed school it is easy to arrange for the lower standards to be taught by women teachers—the best teachers for the purpose — and for the girls in the higher standards to be instructed by men, particularly in arithmetic and in advanced subjects—a most desirable arrangement. It is also claimed that the singing in mixed schools is, as a rule, better than the singing of separate departments. Pupil teachers serving in mixed schools have a distinct advantage, seeing that they can take part in the whole work of the school, and thus widen their practical acquaintance with teaching.

The foregoing are some, by no means all, of the reasons which are put forward in favour of the mixed system of education, and which have led to its almost universal adoption in the Common Schools of America, in the Public Schools of Scotland, and almost without exception in the whole of the Wesleyan schools of this country — the latter having been in the past amongst the most efficient in the denominational system of education in England and Wales.

The efficiency of a school very largely depends upon the head teacher, whether of a mixed or separate department; particularly is this the case with the former class. A badly conducted mixed school is capable of producing evils not to be found in any other kind of school, hence the extreme care which must be exercised in the selection of the principal and assistant teachers.

Mixed schools are, of course, generally larger than schools conducted in separate departments for boys and girls, and it is frequently alleged against them that some are so large that the direct influence of the head teacher is lost. The view that a school may be too large is one that has been held by many eminent educationalists, the Rev. Edward Thring among the number, a man who undoubtedly sacrificed a large amount of possible income to this view, seeing that at the height of its popularity he would never allow his great school to number more than 300 pupils. His was, however, a boarding school, and had to supply the influence of the home as well as the instruction of the ordinary day school. In the case of a boarding school the argument against very large schools is undoubtedly

a strong one. On the other hand, the man who has won the greatest renown as a schoolmaster in England, Thomas Arnold, had no such misgivings with regard to the growth of Rugby. This man, whose strongest claim to reverence has ever been the influence for good which he brought to bear upon his boys and his success in the formation of character, for many years ruled a school numbering 500—since greatly increased under able successors.

A skilful organiser and conscientious head teacher will so imbue his staff with his views and principles that even in a very large school his spirit will permeate the whole of the work; just as in the contrary direction, the evil influence of a bad teacher may speedily injure the lives and character of the children, and remain working evil long after such teacher has left.

Another argument against mixed schools, is that they destroy the teaching career of a large number of women teachers. In reply it may be stated in their favour that although the number of principal teachers are undoubtedly reduced, the managers are able to improve the positions of the assistants; and mixed departments are as a rule sufficiently large to command the services of at least one senior assistant with a higher salary—such an assistant being a woman, where the head of the school is a man. Further, there is no reason why women should not aspire to become the head teachers of mixed schools, a position for which many women teachers are perfectly well-fitted. To say that such a task is beyond the powers of a woman is to argue without knowledge, seeing that the most difficult class of mixed schools, namely, those of the Certified Day Industrial Schools, attended by many of the lowest and worst class of children, are, except in London, universally controlled by women, both as superintendents and class teachers.

(To be continued.)

Correspondence.

SWIMMING.—A provincial School Board has been accustomed to have Swimming taught to some of the scholars of their schools, under the permission given by Article 12 *(f)* of the Day School Code. The time so occupied has been during the school hours, it has been specified in the time-tables, the arrangements have been approved by H.M. Inspector, and the expense has been allowed by the District Auditor. It has been proposed that such instruction shall be extended beyond school hours and that it should also be given on Saturdays when the schools do not meet. Can this be legally done, and the expense paid out of the school fund?

OPINION.—We see nothing to prevent extra lessons in Swimming, or any other time-table subject, beyond the school hours, provided that the attendance of the scholars is optional. A reasonable expenditure will be a legal charge on the school fund.

The school baths in some districts are open after school hours and on Saturdays during school weeks, and during school holidays, and Swimming Instructors are present to exercise supervision.

MUSICAL INSTRUCTION.—I shall esteem it a favour if you will kindly inform me whether my Board could legally provide (totally or partially) the cost of musical instruments for a band formed from children in the Board Schools? A professional bandmaster has offered to conduct and instruct such a band; in fact, he has already been instructing a number of pupils for some time and they have got so far advanced as to require instruments. If you could state what other boards have done in such cases, I shall be glad.

OPINION.—The purchase of band instruments out of the school fund is not a legal charge, as such expenditure is in no way connected with the efficient carrying on of the school, but is altogether outside the requirements of the approved time-table.

To the Editors of "The School Board Gazette."

POLICE COURT PROCEEDINGS.

DEAR SIRS,

Permit me to call attention to a practice, which often leads to disappointment, in connection with police court proceedings under the Bye Laws, viz.: the giving of evidence of general or habitual neglect. When proceedings are instituted, the complaint is a specific one, dealing with neglect on a particular day named in the "information" and the summons, and surely it is not necessary, in order to prove absence on that day, to give evidence of absence on other days, not mentioned in the "information." The giving of this evidence is no doubt looked upon as a very light matter, and, if only used legitimately,

that is, to determine the grossness of the offence, and the amount of the fine which should be imposed, there could be no objection to it, but I think this is rarely, if ever, the case. The evidence thus given is used by the magistrates to determine whether or not an offence was committed on the day named in the complaint, and in this way they assume a power which the legislature never intended them to possess, that is, the right to determine, over the heads of the properly constituted authority, what shall be considered as satisfactory attendance, whereas their function is really to act as a court of appeal as to what may or may not be considered a "reasonable excuse" within the meaning of the Act.

Further, it is this practice of giving unnecessary evidence, and the powers thereby placed in the hands of the justices, which is responsible to some extent for paralyzing the efforts of School Boards and School Attendance Committees to secure regularity of attendance by means of Bye Laws, and which has led to the agitation in some quarters for increased penalties. There can be no doubt that a penalty of five shillings *for each offence* is ample, provided that each absence without "reasonable excuse" is considered an offence, and dealt with by the magistrates accordingly. But this is not likely to happen until School Boards insist upon each complaint being considered on its merits, apart altogether from general or habitual neglect. There will, of course, be considerable difficulty in breaking through a custom so long acquiesced in by School Boards and School Attendance Committees, but if one of the larger Boards, or perhaps the Association of School Boards, would take up the question, and, if necessary, carry a case into the higher courts, it is very probable that the grievance would be removed.

I cannot recall any other class of offence where it is required, as a condition of conviction, that the specific offence complained of shall form one of a number of other offences of the same kind committed within a certain period, and there is no legal authority for demanding it in prosecutions under the Bye Laws of School Boards and School Attendance Committees.

Yours truly,

"SMALL BOARD."

Received—W. E. DICKSON.
THOS. FITZPATRICK, LL.D.
MISS MONDY.

THE

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THE

SCHOOL BOARD GAZETTE.

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Public Education in England and Scotland.

A COMPARISON.

THE year 1899 will be memorable in the history of the progress of Education in Scotland. The abolition of the Science and Art Department in the autumn of last year prepared the way for the constitution of one real central authority, having the control of the whole of public education outside the Universities. The Scotch have been fortunate at this juncture in having the services of Lord Balfour of Burleigh (Secretary for Scotland), who acts as Vice-President of the Committee of Privy Council for Education, and of Sir Henry Craik, the permanent Secretary for the Department, men of high public discernment and quick to take occasion by the hand for the formation of a system of control capable of developing the educational resources of the country, and containing rules for the establishment of a practical system of elementary and secondary education, to be worked out on logical lines of administration. When we contemplate our own deficiencies we are somewhat inclined to envy our fortunate neighbours in the north, whilst, at the same time, finding it difficult to understand how it is that what is admittedly good for the School Board system in Scotland should not be equally shared in by us.

There are several reasons, however, why Scotland is to the front in matters of education, one being that the people have long

placed a higher value upon it than have their English neighbours. Long before there was any supply of public education in this country, Scotland had a system of public schools maintained out of the rates. The great Act of 1696 passed "for settling of schools"—which itself to a large extent merely revived and perfected earlier legislation dating from the times of the Reformers—enacted that "there shall be a school settled and established, and a school-master appointed in every paroch not already provided by the advice of the heritors* and minister of the paroch." The heritors or land-owners were bound to provide a school-house and a salary. The landowners were assessed according to the value of their property, and were allowed relief from their tenants to the extent of one half. The Act provided for any default. "If the heritors, or major part of them, shall not convene, or being convened, shall not agree among themselves, then and in that case the Presbitrie shall apply to the Commissioners of the supply of the Shire,† who shall carry out the Act."

Under these provisions capital parish schools were carried on, and a national system of education spread through the land. In 1803 the school-master's salary was advanced, and the heritors were further obliged to supply him with a house and garden. The school-master was a freeholder and could enforce his rights to emoluments at quarter sessions. This was a capital parochial system for rural districts, and Scotland owes much to the schools so established, but it failed to meet the needs of the great towns, particularly in the supply of elementary education, and this deficiency led to the passing, in 1872, of the Education Act for Scotland. The two hundred years (not to mention the still earlier period) during which Scotland had enjoyed the benefit of public schools, and the excellence of the instruction therein imparted, had, however, paved the way there for the School Board system, and created a public demand for education the equivalent of which, even at the present time, is sadly lacking in this country. Scotland was thus prepared for a system of Universal School Boards. The Act of 1872 gave a School Board to every parish and burgh, and the operations of the Boards were not restricted to elementary education alone. From 1872 to 1885 the same President and Vice-President ruled over the Committees for both England and Scotland, but in the latter year Scotland—much to the disadvantage of this country, if to her own benefit—

* Land-owners.

† The landlords of the county, who as a body assessed the Land Tax.

obtained a separate Education Department, and the present year has seen the establishment of one Central Authority. The most has been made of this comparative independence, and even the casual reader of the proceedings of Parliament must have been struck with the keen interest taken by Scotch members in all matters affecting education; an interest all the more striking when it is contrasted with the comparative indifference to, if not dislike of, the question constantly evinced by the majority of the English members.

We shall shortly see established one Central Authority for Education for England and Wales, and we can only hope that we shall speedily reap some of the benefits enjoyed by Scotland. It is instructive in this direction to compare the provisions of the current English and Scotch Codes, and we commend the study of this matter to all who are interested in the development of primary and secondary education in the School Board districts of England and Wales.

A comparison of the preliminary articles of the two Codes shows the essential difference between the organization of public education in the two countries. We give the clauses referred to side by side.

ENGLISH CODE.	SCOTCH CODE.
Articles 1, 2.	*Articles* 1-3.
1. A sum of money is annually granted by Parliament for "Public Education in England and Wales," and is administered by the Education Department, hereinafter called "the Department."	1. A sum of money is annually granted by Parliament "for Public Education in Scotland."
	2. This grant is administered by the Scottish Education Department, hereinafter called "the Department."
2. The object of the grant is to aid in maintaining—	3. The object of the grant is to aid local exertion, under certain conditions, in—
(*a*) Public Elementary Schools.	(*a*) Maintaining schools for children; and (*b*) training teachers.
(*b*) Training Colleges for Teachers.	

It will be seen that whereas in England and Wales the education grant is to be devoted to the maintenance of Public *Elementary* Schools, in Scotland the object of the grant is to maintain "schools for children," whether elementary or secondary; indeed the word "elementary" is only mentioned incidentally in the Act establishing a system of State-aided Education in Scotland, viz., "The Education (Scotland) Act, 1872."

Perhaps, however, the most distinctive feature of the Scotch Code is the article which permits grants to be earned on scholars up to 18 years of age, compared with the 14 years (and Standard VII.) of the English Code.

The general regulations to be observed in every school or department of a school in Scotland in respect of which grants are made are practically the same as those which govern public elementary schools in England and Wales. They refer to :—

(1) The withdrawal of children from religious instruction (Art. 6*a*).

(2) The time when religious instruction must be given (Art. 6*b*).

(2) The education consisting chiefly of elementary instruction (Art. 6*c*).

(4) The fees not exceeding ninepence per week (Art. 6*d*).

The further conditions to be fulfilled by a school before grants are made under the respective codes are set forth side by side for purposes of comparison.

English Code.	Scotch Code.
	The department must be satisfied.
Art. 77. The school must be conducted as a public elementary school.	*Art.* 17*a*. The school is conducted in accordance with the terms of Art. 6; and no child is refused admission on other than reasonable grounds.
Art. 78. No child may be refused admission on other than reasonable grounds.	
Art. 79. The time table must be approved for the school by the Inspector of the Department, etc., etc.	*Art.* 19 A. 8. Practically the same.
Art. 80. The school must not be unnecessary.	*Art.* 7*c*. Practically the same.
Art. 81. The school must not be conducted for private profit, etc., etc.	*Art.* 17*b*. The same.
Art. 82. The principal teacher must be certificated.	*Art.* 17*d*. Practically the same.
Art. 83. A school must have met not less than 400 times in a year.	*Art.* 19. The same.
Art. 84. The school must have been visited and reported on by an Inspector.	*Art.* 10. Practically the same.

English Code.	Scotch Code.
Art. 85*a*. Conditions relating to premises, staff, furniture, and apparatus.	*Art.* 17*c*. Practically the same.

The remaining articles in the English Code laying down the conditions required to be fulfilled before a school can earn the grant, deal with registers, accounts, and certificates, managers' returns, application of school income, etc., and, with few exceptions, have their counterpart in the Scotch Codes. One of the exceptions relates to the provision of books for the scholars, Scotch School Boards not being compelled to provide free books. It is, however, when we come to the organization of the Scotch schools for the purpose of instruction that we become aware of a considerable difference.

The Scotch Code contemplates the following as the normal organization of a school:—

1. Advanced Department—Children who have obtained the merit certificate.
2. Children who have not yet obtained the merit certificate, sub-divided into
   (*a*) Infants.
   (*b*) Junior Division—Standards I. to III.
   (*c*) Senior Division—Standards IV. to VI.

It is further explained that "the arrangement of work within each division, and the classification of the children, need not correspond to the sub-divisions of the table of Standards of Examination, but they shall be such as are fitted to secure the attainment of the merit certificate stage by easy gradations." It is evident from this that the merit certificate is regarded as the goal towards which the work of each scholar in the lower departments is to make constant progress. These certificates will be granted to any scholar over twelve years of age, who being of good character and conduct, shows average proficiency in the elementary subjects, and possesses a good general knowledge of geography, together with a fair acquaintance with English and Scotch history. Candidates for the merit certificate must be able—

(*a*) To read clearly and fluently, with good pronunciation, a passage of moderate difficulty chosen from a modern author, a periodical, or a newspaper.

(*b*) To write, in a legible and regular handwriting, and with correct spelling, a letter, a description, or the summary of a narrative; or to reproduce orally or in writing the substance of the passage read.

(*c*) To understand the connection of words, clauses, and sentences in the passage read, and to have some knowledge of the composition and derivation of English words.

(*d*) To perform arithmetical calculations, both mentally and on paper, with facility and correctness, and to show a power of applying the rules of arithmetic in a way likely to prove useful in the common affairs of life.

(*e*) To satisfy the Inspector that they have been duly instructed in such subjects as Geography, History, Nature knowledge, Drawing, Needlework, &c.

The utmost stress is laid on the possession by the candidates of *thorough proficiency in the elementary subjects*. A scholar who obtained a merit certificate, then, would be about equal in attainments to one who had passed successfully through the first six standards of the English Code. We have dwelt somewhat fully on the matter because of the importance that is attached to it by the Scotch Education Department. In a "Memorandum as to Examination for Merit Certificates" (Appendix No. 4), contained in the Code, and which is given at length at the end of this article, it is stated that "My Lords" of the Scotch Education Department attach importance to this merit certificate "as marking in a fairly definite way the dividing line between Primary and Secondary Education." An official pronouncement such as this on the vexed question of the distinction between Primary and Secondary Education—even though it comes from the other side of the border—is worthy of most serious consideration.

Where suitable provision is made for the instruction of scholars who hold Merit Certificates, in classes not exceeding 40 pupils, grants are paid by the Department at a higher rate of 50/- per head of average attendance. The curriculum must be approved by the Department, and must in all cases make provision for adequate instruction in English, History, Geography, Arithmetic, and, as a rule, Drawing; also for instruction in Languages, Mathematics, or Science, as the Department may determine. And further, where a special staff of qualified teachers is provided for the instruction of such scholars (at the rate of one teacher to 30 or fewer scholars), and a course of instruction extending over three years is given, the Department may recognise such school or department as a *Higher Grade School or Department*, as explained in the reference to the Scotch Code which appeared in the March number of the *Gazette*.

In this way a system is provided by which children who have received a thorough grounding in the elementary subjects

may proceed, without break of continuity, to a three years' course of instruction in a wider and more liberal curriculum. Compared with the clumsy and haphazard arrangements in this country, under which a child who has passed through the standards in an elementary school either finds his further progress barred, or at the best enters a school of science under another and an unsympathetic Department, the Scotch scheme, if not perfect, is at any rate a serious attempt to cope with a difficult problem in a liberal spirit. We have printed at the end of this article the memorandum of the Scotch Education Department, giving detailed particulars as to the curriculum of the Higher Grade Schools or Departments.

If we compare the manner in which grants are awarded under the English and Scotch Codes, the advantage lies unmistakably with the latter. The Scotch Code for 1899 practically adopts the system of awarding a block grant on the average attendance.

To illustrate the difference in the two systems, we give side by side the grants that may be earned in each case.

ENGLISH CODE.

GRANTS FOR INFANTS' SCHOOLS.

	Minimum.		*Maximum.*
Fixed Grants	7/-	or	9/-
Variable „ ...	2/-, 4/-	„	6/-
Needlework or Needlework and Drawing	1/-		1/-
Singing	6d.	or	1/-
Grant on average attendance ...	10/6	„	17/-

Grant paid on average attendance may be from 10/6 to 17/- per head.

GRANTS IN SCHOOLS FOR OLDER SCHOLARS.

Principal Grant ...	12/6	or	14/-
Discipline and Organisation ...	1/-	„	1/6
Drawing	1/9		1/9
Singing	6d.	or	1/-
Class Subject, 1 ...	1/-	„	2/-
„ 2 ...	1/-	„	2/-
Grant on average attendance ...	17/9	„	22/3

A Girls' School can earn a maximum grant of 23/3 per head.

SCOTCH CODE.

GRANTS FOR INFANTS' SCHOOLS.

Normal Grant on average attendance of children under 7 years of age.	18/-
When taught as a separate Infants' school.	19/-

This amount may be increased by 6d., on account of exceptionally meritorious work, or decreased by 6d. (in special cases 1/-) on account of defects in the instruction.

Normal Grant on average attendance of children between 7 and 10 years of age.	20/-
Normal Grant on the average attendance of children over 10 years of age who have not obtained the merit certificate.	22/-
Normal Grant on the average attendance of children who have obtained the merit certificate, and are receiving special instruction.	50/-

It will be seen at once that the amount of grants paid on the average attendances is much larger in the case of Scotch schools, and that, as stated above, the principle that efficient schools should be entitled to receive a liberal block grant, calculated on the average attendances, has been practically adopted in their case.

We can only refer to one other feature of the Scotch Code in the limits of the present article, and that is to the power it confers on a School Board or School Boards in combination to establish Technical Schools. Under Art. 119 a School Board may resolve that it is expedient to establish a technical school, and after certain formalities have been complied with, and with the approval of the Education Department, the Board may proceed to establish such school. Very few Scotch Boards have, however, exercised their powers under the Technical Instruction Acts, for the reason that the Code and the Science and Art Directory gave them all the powers they required.

Memorandum as to Examination for Merit Certificates.

(Appendix No. 4 of The Scotch Code.)

The requirements for the Merit Certificate are stated in Article 29 of the Code, but having regard to the importance their Lordships attach to the Certificate as marking in a fairly definite way the dividing line between Primary and Secondary Education, they think it right to state briefly some of the considerations by which Her Majesty's Inspectors will be guided in conducting the examinations. Stress will be laid in the first place on thorough proficiency in the elementary subjects, but the examination will be a test not merely of the possession of knowledge, but to some extent of the power of applying it to practical purposes. It follows that the method of examination will be largely oral.

As regards the particular subjects:

1. Ability to read, speak, write, and understand the English language:—

(*a*) The candidates will be expected to read at sight a passage from a modern author, a periodical, or a newspaper, not containing many abstruse or philosophical terms, and involving no great complexity of ideas. The passage should be read with good pronunciation and correct phrasing, and in such a way as to be

easily intelligible to a listener. A silent perusal may be allowed in the first place.

(*b*) The candidate should be able to give an intelligible account in his own words of the substance of the passage read, both orally and in writing. Their Lordships would lay some stress on the *oral reproduction*, in fairly correct and connected sentences, of the passage read, inasmuch as they have reason to believe that the cultivation of a power of intelligible speech receives too little attention in schools. In the written reproduction orderly arrangement of ideas and greater correctness of sentence formation will be expected. In this exercise perfectly legible and fairly regular handwriting, as well as reasonable freedom from errors of spelling, will be indispensable requirements. The description of an object, or arrangement of objects, the writing of a letter for some definite purpose in proper form, the reproduction of a lesson given by the teacher, the summarising of a chapter of a history book which the pupils have been set to read, may be admitted as alternative exercises, but the essay or theme on abstract subjects, as to which the pupils may have no ideas of their own, is to be avoided.

(*c*) The candidates will be expected to show in answer to questions that they fully understand the connection, direct and indirect, of the clauses, phrases, and sentences in the passage read, and that they have some appreciation of the various shades of meaning conveyed by related words. For this purpose my Lords believe that some study of the derivation of words and some knowledge of parsing and analysis of sentences will be found very useful, but they wish those subjects to be judged of by their results, *i.e.*, by the greater capacity which they give for understanding the full meaning of a sentence of English, rather than by the mere knowledge of the formulæ of grammar.

2. Ability to perform Arithmetical calculations. Readiness in the mental calculation of prices, in the reduction of one denomination of weights and measures to another, in the calculation of percentages, and in simple applications of the rule of three to questions of interest and profit and loss will be expected. Simple problems which test knowledge of principles will be set rather than questions which involve intricate working.

3. The two foregoing heads comprise the essential parts of

the examination, in which nothing less than thorough proficiency will be expected. But the programme of every good elementary school provides for instruction in a much wider range of subjects, commonly known as class-subjects. Such subjects as Geography, History, Nature Knowledge (including object lessons), Drawing, simple exercises of Hand and Eye, and Needlework. In every good school, also, it may be expected that some attention will be given to Music, and to suitable physical exercises. My Lords do not propose to test the attainments of pupils at the Merit Certificate stage in these subjects individually. It will be the duty of the Inspector in every school from which candidates for the Merit Certificate are presented, to satisfy himself that the curriculum in class-subjects is of sufficient breadth, that it affords adequate exercise for the various faculties of the children, and that instruction in the subjects selected is regularly and systematically given to all the pupils. Their Lordships are inclined to think that any attempt to secure enhanced efficiency in the essential subjects of the Merit Certificate by confining the attention of the pupils to those subjects, and depriving them of the stimulus which reasonable breadth of instruction in class-subjects affords, would defeat its own ends; but in any case they will *altogether refuse* to issue Merit Certificates on account of the scholars in any school in which the Inspector reports that the class instruction is unduly restricted in scope or defective in quality, or where there is evidence to show that the candidates for the Merit Certificate have not regularly participated in this part of the instruction. For the purpose of arriving at an opinion on this point, the Inspector will hold a collective examination of the candidates in such of the above subjects as may be professed in the school (except English, in which the examination, of the character described above, will be strictly individual). Should any candidate in this collective examination show conspicuous weakness, he may, on further individual examination, be refused the Merit Certificate.

Whatever other subjects may be embraced in the curriculum of class instruction, candidates for the Merit Certificate should have a good *general* knowledge of the Geography of the World, and of the Geography of the British Isles, the Colonies, and Europe in some detail. They should also be able, if set to the study of a good map of a country or district previously unknown, to find out and report the principal particulars of the information to be gleaned from it. In History they should have a fair acquaintance with the events which form landmarks

in English and Scottish History, and know their chronological sequence. They should also be able to explain geographical references and historical allusions in the passage selected for reading, if these are not of a recondite kind.

The Certificate issued to successful candidates will certify that they have shown thorough proficiency in the elementary subjects, and that they have completed the course of elementary education in a school, the curriculum of which embraces instruction in certain specified subjects.

Memorandum as to Curriculum of Higher Grade Schools or Departments.

(Appendix No. 5 of The Scotch Code.)

The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with speeial reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.*, of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey,

by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C) *Mathematics.*—

(*a.*) Geometry and Mensuration.—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(*b*) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D) *Drawing.*—The course in its earlier stages should embrace instruction in Freehand Drawing, Model Drawing from common objects as well as from geometrical models, and drawing to scale of plan elevation and section. It should be followed or accompanied by simple exercises in the elements of design. In the higher stages the course may bifurcate, attention being given principally either, on the one hand, to the development of artistic faculty, or, on the other hand, to the instruction of the pupils in the various forms of Mechanical Drawing which find practical application in the workshop and the drawing office.

(E) *Experimental Science.*—The course in Science should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result

at the end of the course should be that the pupils are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. *Unless there is reasonable probability of these objects being attained the subject should not be attempted.*

(G) *Subjects of Practical Instruction.*—

Girls—Needlework and Dressmaking, Cookery.

Boys—Woodwork, Ironwork, Clay Modelling. In the latter subjects, and in Dressmaking for the girls, the pupils will be expected to make a practical application of the Drawing taught in the school, and the knowledge acquired in the Science lessons can, to some extent, be turned to account for the explanation of the processes in Cookery.

Various other subjects of practical instruction having in view the preparation of pupils for their probable future occupations, may properly find a place in the programme of studies. Such subjects are Book-keeping, Shorthand, Typewriting, Laundry Work, Housewifery, Dairying, Gardening, &c. Instruction in these subjects should not be given indiscriminately to all pupils, and in no case should it be in substitution for instruction in subjects of a more disciplinary character.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally.

Notes.

WE desire to warmly congratulate Mr. Robson on the passing of the Act extending the age of half-timers. Had it not been for his tact and unremitting attention to the passage of the Bill through the House of Commons during the early stages, there would have been small chance of the Bill becoming law. He has well earned the warmest thanks of the School Boards for his great service in the matter.

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The Board of Education Bill has been passed through its Committee stage. Clause 3 (2) enabling County Councils to pay for inspection of Secondary Schools has been added to the Bill. The granting of this power to the County Councils is thought by the Executive Committee of the Association to be objectionable, because, in their opinion, it is a matter affecting the local authorities, the appointment of which is not dealt with by the Bill. The amendment will, it is hoped, be opposed on the Report stage. This matter is dealt with in a recent memorial from the Bradford School Board addressed to the House of Commons. The amendment of Clause 3, extending the power of inspection to *other organisations*, as well as the Universities, should also be removed, as it involves the appointment of a local authority. Other important amendments made in the bill provide for the formation of an alphabetical register of teachers; and remove the prohibition for both the President and Parliamentary Secretary of the Board of Education to be members of the House of Commons at the same time.

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Where School Boards are contemplating the adoption of a uniform school year questions have arisen as to how the attendances for Cookery, Specifics, &c., will be counted by the Education Department for the purposes of grant. When, for instance, the dates of school years have been changed are the attendances of Specifics in Standards V.–VII., on which payment is claimed, to be calculated between the limits of the new school year, or of

the old official year? In the latter case the child will, of course, make his attendances qualifying for grant in parts of two years. If a child enters Standard V. on July 1st, and the official year ends on November 30th, will he have to make the qualifying attendances between July 1st and November 30th? The effect of such an arrangement of payment would be that the instruction during a portion of the school year would count for nothing, and which is not fair to the managers.

The same difficulty applies to Cookery.

It is clear that the classification of the scholars must be regulated by the educational and not by the financial year. Probably, therefore, it would be best that the attendances on which grants for Specific Subjects, etc., are made, should be similarly calculated, the payment of the grant, however, being postponed till the completion of the financial year. This delay would be a small matter compared with the complications any other system would introduce. It would no doubt be an inducement to many School Boards the more readily to adopt the uniform school year if this matter were clearly settled.

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The progress of students at Day Training Colleges who are receiving the benefits of University Education is one of deep interest to School Boards. The honours list in the School of Natural Science at Oxford was issued in the University Intelligence last week. It is there recounted that Mr. John K. Wilkins, non-collegiate student, has obtained Second Class Honours in Physics. Mr. Wilkins was a pupil in a Public Elementary School. He became pupil teacher in 1890, and for four years attended a centre for Board School Pupil Teachers. He went to Oxford at Michaelmas Term, 1896, having gained a Toynbee Hall Scholarship of £25 per annum for three years. He did well in all his examinations at the University, and has taken his Honours Degree in three years instead of the usual four years.

The number of such students at the older Universities is as yet small, but the marked success of Mr. Wilkins clearly shows the value of his early training, when a pupil teacher, as a preparation for higher work at the University. In our Pupil Teachers' Centres there are doubtless hundreds of students capable of doing honour to themselves if they had the means of proceeding to Oxford or Cambridge. There is great need of additional Scholarships to aid pupil teachers in this direction.

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The first step towards the unifying of the departments dealing with Education has just been taken by the appointment of Sir George Kekewich as Secretary of the Science and Art Department, in succession to Sir John Donnelly, who retired on the 1st instant.

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When the Reformatory Schools Amendment Bill, which has passed both Houses of Parliament, becomes law on receiving the Royal assent, an important change will come into immediate operation. It will no longer be lawful for the Court before which a youthful offender has been convicted, whether on indictment or summarily, to sentence him to penal servitude or imprisonment in addition to detention in a reformatory school. The power to order a whipping, where now allowed by law, remains unaffected.

Legislation for the Instruction of Mentally-Deficient and Epileptic Children.

THE Duke of Devonshire introduced into the House of Lords, on the 15th of June, a Bill intituled "An Act to make better provision for the Elementary Education of Defective and Epileptic Children in England and Wales." The Bill is a Government measure, and has met with such expressions of approval, and has already made such good progress in Parliament, that there can be little doubt before the end of the Session it will have passed into law. We are told in the memorandum attached to the Bill that it is framed to give effect to the recommendations of the Departmental Committee which was appointed in 1896 to inquire into the existing system for the education of feeble-minded and defective children not under the charge of guardians and not idiots or imbeciles. The Bill is permissive, but otherwise it carries out, substantially, all the recommendations of the Committee.

Special classes for defective and epileptic children have already been established in certain places with good results; but the ordinary grant is not sufficient to cover the extra expense incidental to the effective management of such classes, nor are the existing powers of School Boards adequate to the carrying on of this work to the best advantage.

The Bill follows the lines of the Elementary Education (Blind and Deaf Children) Act, 1893 (56 & 57 Vict. c. 42), and applies permissively, and *mutatis mutandis*, the provisions of that enactment to defective and epileptic children.

Clause 1.—This clause defines the children who are to come within the scope of the Act, and empowers the school authority to determine what children within their district are to be entitled to its benefits. The school authority for the purposes of the Act will be the school board, or, where there is no school board, the education committee of the council of the borough or district concerned.

Clause 2.—This clause empowers the school authority to establish homes for epileptic children, and to establish special classes or homes for defective children.

Clause 3.—This clause is of more general application, and enables school authorities to provide guides or conveyances for

children who are unable to attend school without guides or conveyances.

Clause 4.—This clause deals with the obligation of the parents in relation to defective and epileptic children, and follows the provisions of section 1 of the Act of 1893 as to blind and deaf children.

Clauses 5 *to* 8.—These clauses deal with expenses, and apply *mutatis mutandis* the provisions of sections 7, 5, 12, 9, and 10 (1) of the Act of 1893.

Clause 9.—This clause enables guardians to contribute to the expenses of the Act.

Clause 10.—This clause extends the period of education to 16 years of age.

Clause 11.—This clause, which deals with religious instruction, applies section 8 of the Act of 1893.

It may, for many reasons, be considered a fault that the Bill, unlike the kindred measure dealing with the education of the blind and deaf, is permissive, and hence that in many school districts its provisions will remain a dead letter. This is one of the many penalties we pay for the small school board districts, where the expense of dealing with special departments of education acts as a very natural deterrent in the way of the rural districts receiving the educational advantages of their urban neighbours. This difficulty was very prominently brought forward at the last meeting of the Association of School Boards, when the question of expense to the locality was urged as a reason for further Government assistance being given to meet this inherent difficulty of the Elementary Education Acts.

Small School Boards are reluctant to deal with Industrial School cases, and with the education of the blind and deaf, having the fear of the ratepayers before them, and the large towns have, in consequence, to suffer for this neglect of adjacent rural districts, for it is no uncommon occurrence for blind and deaf children to be brought into the towns in order that they may receive the benefit of the special means of instruction offered by the School Boards of populous places; whilst the great towns also suffer through becoming the dumping-ground of semi-criminal children, whose education has been neglected in country districts. There is sore need of some equalization of cost between locality and locality in these cases. It was the knowledge of this fact that influenced the School Boards in the consideration of the proposals of the Bristol School Board for the rescue of the children of tramps, and that induced many Boards to stipulate that the cost entailed by such legislation, admirable, undoubtedly, in itself, should not fall

upon the large towns, as, unsafeguarded, it would do, but, failing a better allocation of expense, become a national charge.

In the February number of *The School Board Gazette* we dealt at some length with the whole question of mentally deficient children, and now hail with satisfaction the introduction of the Bill giving further powers to School Boards to make provision, not only for the feeble-minded, but also for epileptics, a class of sufferers who, it is no exaggeration to say, have not as yet received that care from the community which their sad condition rightly claims.

Hitherto the limited number of School Boards which have undertaken to provide instruction for the feeble-minded have done so only in day schools — a provision which, for the majority of such cases, will probably be all that is required; but the Bill enables Boards to provide the cost of maintenance, when necessary, "in a house conveniently near to a certified special class or school" (Clause 2 *b*), or even boarding institutions of their own.

The provisions of the Bill, as a whole, appear to fully meet all the circumstances which are likely to arise in the supply and maintenance of special schools. Clause 6 incorporates Section 5 of "The Elementary Education (Blind and Deaf Children) Act, 1893," and powers are thus given to the School Boards to provide (1), accommodation; (2), maintenance and education; (3), contributions to the schools, other than their own; and (4), to borrow money from the Public Works Loan Commissioners for the cost of the erection of suitable schools, either day or residential.

Doubtless, in the case of epileptics, it will be found necessary to provide houses in country districts, to which children can be sent from the towns; out-door life, coupled with suitable gardening pursuits, having been found most helpful in dealing with those so afflicted.

Full powers are given to the local authorities to establish and maintain, or contribute to, institutions for epileptic children. The school age for all children dealt with under the provisions of the Bill extends from seven to sixteen, and when Boards make provision it is to be incumbent upon the parents to allow their children to be examined, and subsequently, if so ordered, to see to their attendance at the certified school provided by the authority. It is not, however, made clear whether the determination of the School Authority that a particular child is defective is of itself to be conclusive upon the point, or how otherwise the matter is to be settled so as to devolve

upon the parent the legal obligation to continue the education of the child up to sixteen.

Grants to be made by the Education Department are contemplated by Clause 7, and parents will be required to contribute to the expense incurred by the local authority under the provisions of the Bill. (Clause 8.)

The following is the full text of the measure :—

A.D. 1899.

A Bill intituled an Act to make better provision for the Elementary Education of Defective and Epileptic Children in England and Wales.

ARRANGEMENT OF CLAUSES.

Clause 1.—Power to school authority to determine what children are defective or epileptic.

Clause 2.—Power to provide for education of defective and epileptic children.

Clause 3.—Provision of guides or conveyances.

Clause 4.—Obligation of parent as to defective and epileptic children.

Clause 5.—Conditions and effect of grant of certificate to school for defective or epileptic children.

Clause 6.—Powers and expenses of school authority.

Clause 7.—Grants from public money towards education of defective and epileptic children.

Clause 8.—Contribution by parent.

Clause 9.—Contribution by guardians of the poor.

Clause 10.—Period of education for defective and epileptic children.

Clause 11.—Religious instruction.

Clause 12.—Report to Parliament.

Clause 13.—Interpretation of terms.

Clause 14.—Extent.

Clause 15.—Short title.

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows :—

wer to school hority to ermine what ldren are ective or leptic. & 57 Vict. 12.

1.—(1) A school authority, as defined by the Elementary Education (Blind and Deaf Children) Act, 1893, may, with the approval of the Education Department, make such arrangements as they think fit for ascertaining—

(*a*) what children in their district, not being imbecile, and not being merely dull or backward, are defective, that is to say, what children by reason of mental or physical

defect are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes or schools as are in this Act mentioned; and

(*b*) what children in their district are epileptic children, that is to say, what children, not being idiots or imbeciles, are unfit by reason of severe epilepsy to attend the ordinary public elementary schools.

(2) For the purpose of the exercise of the powers conferred by this section, it shall be the duty of the parent of any child who may be required by the school authority to be examined to cause the child to attend such examination, and any parent who fails to comply with such requirement shall be liable on summary conviction to a fine not exceeding five pounds.

Power to provide for education of defective and epileptic children.

2.—(1) Where a school authority have ascertained that there are in their district defective children, they may make provision for the education of such children by all or any of the following means:—

(*a*) by classes in public elementary schools certified by the Education Department as special classes; or

(*b*) by boarding out, subject to the regulations of the Education Department, any such child in a house conveniently near to a certified special class or school; or

(*c*) by establishiug schools, certified by the Education Department, for defective children.

(2) Where a school authority have ascertained that there are in their district epileptic children, they may make provision for the education of such children by establishing schools, certified by the Education Department, for epileptic children.

(3) The power conferred by this section shall include power either to establish or acquire and to maintain certified schools, and to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment, enlargement, or alteration, and towards the maintenance of certified schools.

(4) A school authority may in respect of children resident in their district and attending certified special classes or schools in the district of another school authority, contribute to that other authority the proportionate cost of the provision and maintenance of such special classes or schools.

Provision of guides or conveyances.

3.—A school authority may provide guides or conveyances for children who, in the opinion of the school authority, are

by reason of any physical or mental defect, unable to attend school without guides or conveyances.

4.—(1) The duty of a parent under section four of the Elementary Education Act, 1876, to provide elementary instruction for his child shall, in the case of a defective or epileptic child over seven years of age in any place where a certified special class or school is within reach of the child's home, include the duty to cause the child to attend such a class or school, and a parent shall not be excused from this duty by reason only that a guide or conveyance for the child is necessary.

(2) In the case of an epileptic child whose age exceeds seven years, the school authority may, if they think fit, apply to a court of summary jurisdiction for an order requiring the child to be sent to a certified school for epileptics, and if any parent fails to comply with the order, he shall be deemed to have failed to perform the duty prescribed by section four of the Elementary Education Act, 1876, and may be proceeded against accordingly.

5.—The provisions of section seven of the Elementary Education (Blind and Deaf Children) Act, 1893, respecting the conditions and effect of the grant of certificates to schools for blind or deaf children shall apply, with the necessary modifications to schools for defective or epileptic children established or proposed to be established under this Act, except that no requirement need be made as to the proportion of the expenses to be defrayed out of private sources.

6.—The provisions of section five of the Elementary Education (Blind and Deaf Children) Act, 1893 (relating to the powers and expenses of a school authority under that Act), shall apply, with the necessary modifications, to school authorities acting under this Act.

7.—Nothing in any Act of Parliament shall prevent the Education Department from giving aid from the parliamentary grant to a certified school in respect of education given to defective or epileptic children to such amount and on such conditions as may be directed by or in pursuance of the minutes of the Education Department in force for the time being.

8.—(1) The parent of a defective or epileptic child shall be liable to contribute towards the expenses of the child incurred by a school authority under this Act in like manner and to the like extent as the parent of a blind or deaf child is liable to contribute under section nine of the Elementary Education (Blind and Deaf Children) Act, 1893, and the provisions of that section shall apply accordingly.

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LIBRARIES

(2) The parent of a defective or epileptic child shall not, by reason of any payment made under this Act in respect of the child be deprived of any franchise, right, or privilege, or be subject to any disability or disqualification. A.D. 1899. [56 & 57 Vict. 72. s. 10 (1).]

Contribution of guardians of poor. [*See* Elementary Education Act 1899.]

9.—The board of guardians of any poor law union shall contribute such of the expenses of providing, enlarging, or maintaining any certified special class or school under this Act as are certified by the Education Department to have been incurred wholly or partly in respect of scholars taught at the class or school who are either resident in a workhouse or in an institution to which they have been sent by the guardians from a workhouse or boarded out by the guardians.

Period of education for defective and epileptic children.

10.—For the purposes of the Elementary Education Acts, 1870 to 1893, and of this Act, a defective or epileptic boy or girl shall be deemed to be a child until the age of sixteen years, and the period of compulsory education shall, in the case of such a child, extend to sixteen years, and the attendance of such a child at school may be enforced as if it were required by byelaws made under the Elementary Education Acts, 1870 to 1893, and any such child shall not, in accordance with such byelaws, be entitled to total or partial exemption from the obligation to attend school.

Religious instruction. 57 & 58 Vict. c. 42.

11.—The provisions regulating religious instruction in certified schools for defective and epileptic children shall be the same as those enacted by section eight of the Elementary Education (Blind and Deaf Children) Act, 1893.

Report to Parliament.

12.—Every school authority shall make to the Education Department such returns as the Department may require; and the Department shall annually lay before both Houses of Parliament a report of their proceedings under this Act during the preceding year, and in that report shall give lists of the schools to which they have granted or refused certificates under this Act during the year, with their reasons for each such refusal.

Interpretation of terms.

13.—In this Act—

The expression "school" includes any institution in which defective or epileptic children are boarded or lodged as well as taught, and any establishment for boarding or lodging children taught in a certified special class or school.

Other expressions have, unless the contrary intention appears, the same meaning as in the Elementary Education (Blind and Deaf Children) Act, 1893.

Extent.

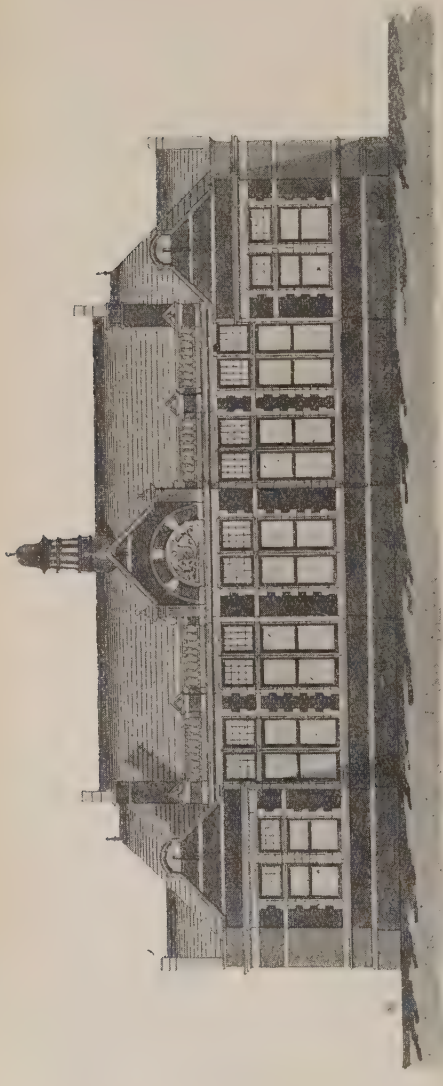
14.—This Act shall not extend to Scotland or Ireland.

Short title.

15.—This Act may be cited as the Elementary Education (Defective and Epileptic Children) Act, 1899, and may be cited with the Elementary Education Acts, 1870 to 1893.

Design for Special School for Mentally-Deficient Children.

THE accompanying blocks illustrate a new school specially designed for the education of mentally-deficient children, about to be erected in a school board district. It is a one storey building, affording accommodation, at twenty superficial feet per child (the allowance of space recommended by the Departmental Committee), for 75 children in three class-rooms, two for 15 children each, and one for 21, with a central hall in which it is proposed to take a class of 24.



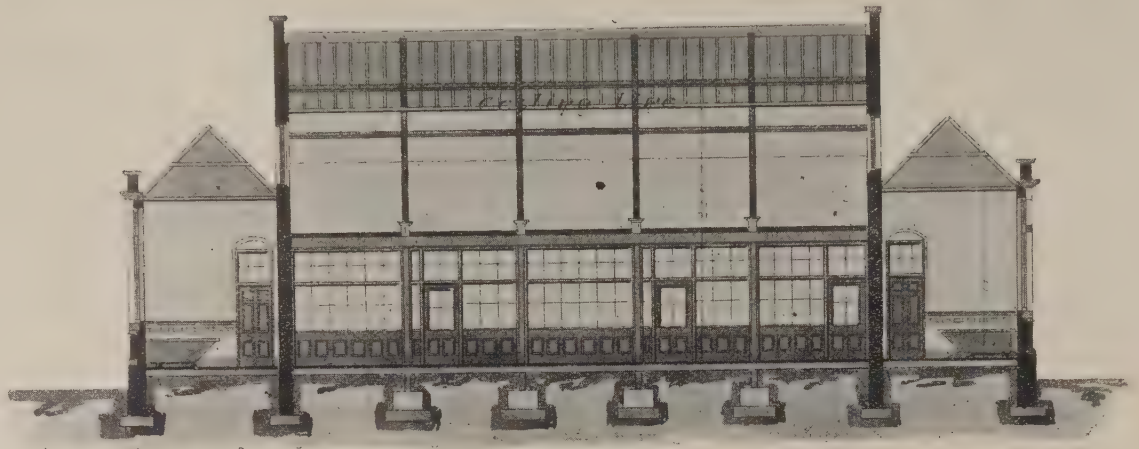
SPECIAL SCHOOL FOR MENTALLY-DEFICIENT CHILDREN. FRONT ELEVATION.

The school is about to be erected within the precincts of a large public elementary school. Special features of the school are the bath rooms, separate for the sexes, each bath room being provided with a shallow splash bath. The hall will be a handsome and well-lighted apartment in which physical exercises—an absolute necessity for this class of children—can be given with comfort, such exercise consisting of musical drill and drill with wands or light wooden dumb-bells. Separate playgrounds are provided for boys and girls, for use when the weather is suitable.

The limit of cost allowed by the Education Department, viz., £20 per head, will probably be reached in the case of this School, the internal walls being lined with tiles or white glazed

CROSS SECTION.

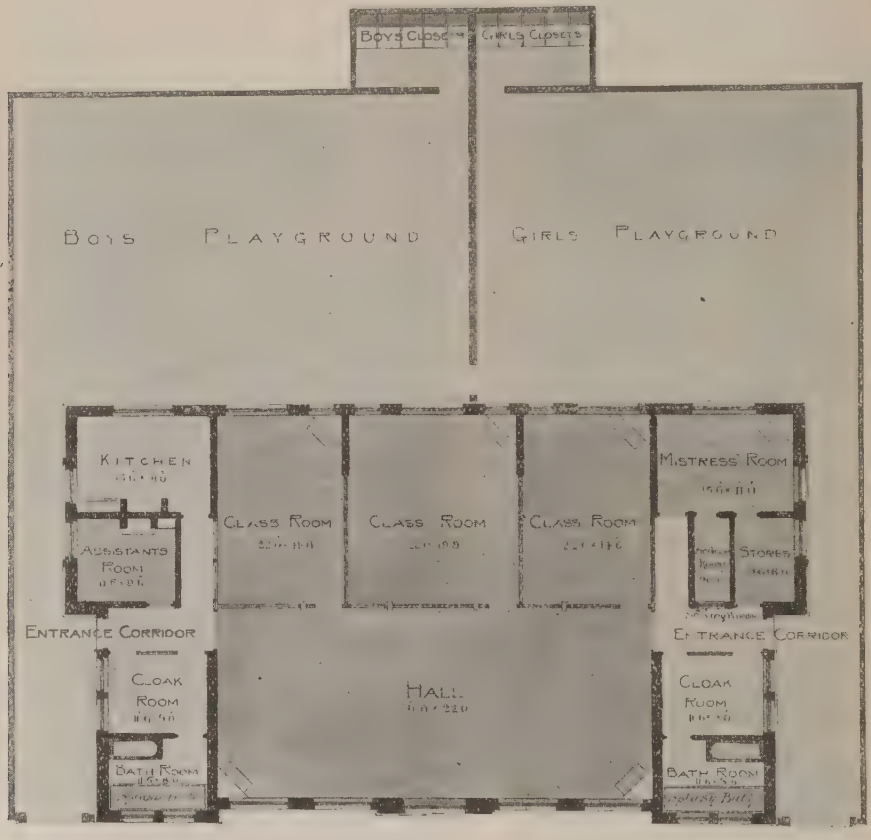
SIDE ELEVATION.



LONGITUDINAL SECTION.

SPECIAL SCHOOL FOR MENTALLY-DEFICIENT CHILDREN.

bricks. The floors will be made of wooden blocks throughout. The heating of the school will be by open fireplaces. A kitchen is added for the preparation of the children's food.



SPECIAL SCHOOL FOR MENTALLY-DEFICIENT CHILDREN. GROUND PLAN.

Secondary Education.

A.D. 1899.

THE following private Bill was introduced into the House of Commons by Mr. Evelyn Cecil, M.P., and others, on the 19th May, 1899.

A Bill for the provision of Secondary Education and for other purposes connected with Education.

Be it enacted by the Queen's most Excellent Majesty, by and with the advice of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

Appointment of Secretary of Education and Under Secretary.

1.—(1) It shall be lawful for Her Majesty the Queen to appoint a Secretary for Education. The Secretary for Education shall appoint an Under Secretary and may appoint such officers and servants as with the sanction of the Treasury he may think fit. The Secretary for Education and the Under Secretary shall be capable of being elected to and voting in the Commons House of Parliament.

(2) Upon the first appointment of a Secretary for Education the Education Department and the Department of Science and Art shall cease to exist, and the powers and responsibilities of these Departments shall be transferred to the Secretary for Education, and all enactments and documents shall be construed accordingly.

(3) The Secretary for Education may, by his officers, visit, inspect, and examine any school, and give certificates in respect of the teaching therein, whether the school is subject to the Charitable Trusts Acts or the Endowed Schools Acts, or not, provided that in the case of a school not so subject the power conferred by this section shall be exercised only with the consent of the governing body of the school.

Amendment of Technical Instruction Acts.

2.—(1) In the Technical Instruction Acts, 1889, 1891, the words "secondary and" shall be inserted before the word "technical" wherever it occurs.

(2) The Committee appointed under section one, subsection two, of the Technical Instruction Act, 1889, shall be called the Secondary and Technical Education Committee, and every local authority which has not already done so shall forthwith appoint such a committee and shall delegate to it the powers of the local authority which under that subsection may be so delegated.

(3) So much of the residue under section one of the Local Taxation, Customs, and Excise Act, 1890, as is paid to the

county fund of any county shall be administered under the Secondary and Technical Education Committee for that county and be applied by them under the Technical Instruction Acts as amended by this Act for educational purposes and none other.

(4) It shall be a condition of aid being granted by the Secondary and Technical Education Committee to any school under the Technical Instruction Acts as amended by this Act that the provisions for the exemption of scholars from the religious observances of the school, contained in sections fifteen and sixteen of the Endowed Schools Acts, 1869, shall be observed by such school.

(5) The Secondary and Technical Education Committee shall not give any preference or advantage to any school on the ground that it is or is not in connection with or under the management of any particular church or denomination, or, except as hereinbefore provided, that religious instruction is or is not given in the school. Provided that it shall be a condition of aid being granted by the Secondary and Technical Education Committee to any school (whether under the management of the said committee or not) under the Technical Instruction Acts, as amended by this Act, that if the parents of a reasonable number of the scholars attending the school require that religious instruction, in accordance with the formularies of any particular church or denomination, should be given to their children, the managers shall, so far as is practicable, permit reasonable arrangements to be made accordingly, any trust, deed, scheme, or other instrument to the contrary notwithstanding.

3.—(1) A Secondary and Technical Education Committee may make application to the Charity Commissioners to frame a scheme under the Endowed Schools Acts, with respect to any endowment to which those Acts apply within the area of the local authority, and thereupon the Commissioners shall make such examination and inquiry as mentioned in section thirty-two of the Endowed Schools Act, 1869.

(2) Notwithstanding anything in the Endowed Schools Acts contained, every scheme under the Endowed Schools Acts or any of them relating to any endowed schools (other than those excepted under section nineteen of the Endowed Schools Act, 1869, as amended by the Endowed Schools Act, 1873), in which for a period of one hundred years before the *passing of this Act* the usage has generally prevailed of giving religious instruction according to the doctrines or formularies of any particular Church or denomination, regulations shall be made for continuing religious instruction according to the doctrines or

formularies of such Church or denomination to all scholars in such school belonging to that Church or denomination.

Appointment of a Consultative Committee.

4.—(1) It shall be lawful for Her Majesty in Council from time to time by order to appoint a consultative committee for the purpose of advising the Secretary for Education on any matter referred to the committee by him, and in particular upon any question that may arise as to the limits of elementary and secondary education, and as to whether any school is elementary or secondary.

(2) Where the Secretary for Education decides that any school under the management of a school board is secondary, it shall be transferred from the school board to the Secondary and Technical Education Committee of the county.

Repeal.

5.—The enactments set forth in the schedule annexed hereto are repealed without prejudice to any right or privilege acquired or any liability incurred before the passing of this Act.

Definition of secondary and technical instruction.

6.—The expression "secondary and technical instruction" in the Technical Instruction Acts, 1889, 1891, as amended by this Act shall mean a course of instruction which does not consist chiefly of elementary instruction and does not include teaching the practice of any trade, industry, or employment, but save as aforesaid includes instruction in Latin, Greek, the English and Welsh languages and literature, modern languages, art, mathematics, natural and applied science, commercial and agricultural subjects, or in some of such studies, and generally in the higher branches of knowledge.

Short title.

7.—This Act may be cited as the Secondary Education Act, 1899.

SCHEDULE.

Acts Partly Repealed.

52 & 53 Vict. c. 40, Welsh Intermediate Education Act. Sections 5, 6, and 7.

52 & 53 Vict. c. 76, Technical Instruction Act.
Section 1 (1), pars. *b* and *c*.
Section 8, from the expression "technical instruction" to "district" inclusive.

School Planning.

VI.—Basement, Playgrounds, Latrines, Caretaker's House, etc.

THE BASEMENT.—In the basement of the school will be arranged cellars for coal, firewood, etc. Where the building is warmed by pipes, the heating apparatus will have its own cellar, and where no mechanical ventilation is used, the basement will be naturally of greater dimensions than in other cases. Advantage is sometimes taken of the basement for the provision of a swimming bath, and of rooms therein for the teaching of cookery, laundry work, or manual instruction, or for a covered playground with open arches communicating with the ordinary playground. Generally speaking, however, all rooms to be used for instruction are better on the level of the ground, or on the first floor. A large-sized boiler for heating water, which may be used for the preparation of soup, etc., where free meals are given, and in other cases for heating water for children's parties, etc., should be provided in one of the cellars. Hot water should also be provided for cleaning purposes, and carried to a tap in a closet placed on the staircase landing, in a convenient position for each floor. All access to the basement to be securely protected by locked doors, both inside and outside the building. Anything in the nature of area steps on the playground side must be carefully protected by railings, and internal steps leading to the basement from the ground floor must be kept well away from all corridors or landings used by the children. Hoists from the basement to the upper part of the building used for the conveyance of coal, etc, should be not only securely shut off by means of locked doors on the landings, but extra provision should be made by fixing two iron bars across the apertures, these bars being made to hook together in the centre, so that when the caretaker is using the hoist, easy access may be obtained for the removal of coal, etc. All the cellars should be well lighted, and easy access provided from the street to the coal cellar; any necessity for wheeling coal over asphalted playgrounds should be avoided. Where the school is placed in the middle of the playground, a paved cartway may be laid down to the place where the coal is unloaded. If some such arrangement as this is not made, the asphalt is likely to be cut up. All staircases to cellars should be broken at short stages with good landings, and no winders should be used in the steps.

It is desirable to fix the gas and water meters in well lighted positions, where the dials can be easily read. Prior to arranging the basement of a school, enquiry should be made as to the depth

of the street drains. It sometimes happens in towns, particularly in outlying districts, that the street sewers are not laid at sufficient depths to carry away the water from a bath or the drainage from the basement of a school placed some distance away from the street. Of course this refers to external drainage. Pipes passing under the building should as far as possible be avoided.

PLAYGROUNDS.—These are of the highest importance, and, in towns, the larger they are the better it will be for the school. There is frequently a tendency in large towns, owing to the cost of land, to restrict the area of school playgrounds. The recent regulations of the Education Department safeguard, however, in ordinary cases, the provision of good playgrounds. The playground has been well described as the "uncovered schoolroom." It is, of course, an absolute necessity for it to be as open as possible to the air and sun, and that it should be well drained. In cases where there is any fear of the ground sinking, and particularly where any part of the site is "made" ground, the drains should be placed on concrete beds, and all drains ought to be tested by hydraulic pressure before they are passed for use. Periodically the drains should be carefully examined by means of the smoke test in order to prevent the possibility of sewer gas entering the buildings. All down spouts must be disconnected from grids, and all the grids should be sufficiently trapped. Man holes provided in the playgrounds at convenient points for the purpose of gaining access to the drains in case of stoppage are a necessity. The covering of the man-holes must be perfectly secure. A skeleton plan, shewing the positions of all the drains and gas and water pipes, should be provided and kept in every block of school buildings. This is now almost a necessity, and will certainly tend to save considerable time and trouble in the future. Pencil sharpeners, made either of metal or of stone, should be fixed on the walls of the playground, or in some other convenient place, in order to prevent the children using the window-sills for the purpose of sharpening slate pencils, etc. The method of laying the surface of the playgrounds varies in different localities. Concrete is more durable, but fully double the expense of asphalt. The use of asphalt may be considerably economised if the playground is painted over each year with tar. In some towns, where stone is cheap, flags are used, but this is not a good arrangement in view of the danger of accidents. In the case of many playgrounds attached to Board Schools in Scotland a capital base for the playground is made by using a foundation of rough stones mixed with Portland cement in the proportion of four of stone to one of cement,

a level surface being obtained by coating with "Granolithic." This consists of ground granite mixed with Portland cement in the proportion of one of cement to three of granite. The surface is indented by means of a roller to prevent the children slipping. This makes a capital playground, the levels being so arranged as to suit the drainage. The cost is from 4s. to 5s. per square yard. Playgrounds covered with gravel or other loose material cannot be recommended.

In the playgrounds there should be covered sheds provided where children may assemble in wet weather, and in these, drinking fountains should be placed; metal cups, enamelled inside, being attached by a chain to the school wall in the neighbourhood of the tap. There must always be separate playgrounds for boys and girls—the girls' playground being used in some cases for infants also, where there is not a separate playground for infants. If the playgrounds vary in size, the larger space should be given to the boys, their games needing more room than the games of girls and infants.

LATRINES.—It is absolutely necessary that these should be of the latest sanitary construction, with the most perfect ventilation that can be obtained, space being allowed between the roofs and the walls for a current of fresh air. Closets must be divided, and the latrines well screened from observation. Each closet should be cased in at the top with wood, plenty of space being provided between the top of the closet and the roof of the latrines. Half doors, which cannot be fastened, are generally provided to each closet. The troughs are best made of glazed earthenware, the use of iron or wood lined troughs has become obsolete. A good automatic arrangement, with ample cistern supply, should be provided for flushing the troughs of the latrines. The height of the seats must be graded to suit the ages of the children. The height from floor to top of the seat for infants to be not more than twelve or thirteen inches, rising for older children up to sixteen inches. The width of each closet should be about two feet three inches. The following table shows approximately the number of closets that are needed.

	For Girls.	For Boys.	For Infants.
Under 30 children	2 ...	1 ...	2
„ 50 „	3 ...	2 ...	3
„ 70 „	4 ...	2 ...	3
„ 100 „	5 ...	3 ...	4
„ 150 „	6 ...	3 ...	5
„ 200 „	7 ...	4 ...	6
„ 300 „	8 ...	5 ...	7

Urinals in proportion.

Water closets inside the main building are not desirable, and should only be provided for women teachers. Children must not be obliged to pass in front of the teacher's or caretaker's houses to reach the latrines. Urinals must have a sufficient supply of water for flushing, and soil drains must be disconnected from main sewer by a properly constructed trap placed on the line of drain between the latrines and the public sewer. Where the drains are used for the discharge of more than ten closets the diameter should be 6 ins., and the fall should never be less than 1 in 30 for 4 inch, and 1 in 40 for 6 inch drains. The inside walls of latrines should be faced with white or salt-glazed bricks, the first being preferable. The floors should be of well laid concrete, with sufficient fall for drainage. For boys, the walls and partitions of urinals may be made of strong earthenware with a rough surface—this is preferable to slate, as it cannot be written upon. In the construction of closets care should be taken to prevent the children climbing on to the space between the top of the closets and the roof of the latrines. The boundary walls of the playgrounds should be so arranged as to prevent access to the closets from outside, and sometimes the latrines are secured when not in use by iron gates to the outside entrances. The latrines should be placed away from the main school building at not too great a distance, and separate provision must be made for the teachers. Closets in the respective playgrounds must not on any account be arranged back to back. It is well to arrange for the caretaker to have the means of attaching a hosepipe to the water supply of the closets for the purpose of flushing the drains and washing the floor-space.

CARETAKER'S HOUSE.—Where a caretaker's house is provided for the school, it should stand in such a position as to command the whole of the playgrounds from some of the windows. The house, which may stand within the playground, should have its own yard and closet arrangements. The house should be a suitable one, consisting of parlour, kitchen, scullery, wash-cellar, three bedrooms, and bath room. The caretaker is not the least important officer of a well arranged public elementary school. It is doubtful, however, whether in England the importance of the office is as fully recognised as it is in Scotland, where the "Janitor" holds a higher rank in public estimation than his brother caretaker does in English schools. So much of the sanitary welfare of the school depends upon having a good officer in this position that it is false economy not to provide him with a good house, suitable for his own and family use. Of course, there should

be outside street access to the house, and direct access from the house into the playgrounds.

TEACHERS' HOUSES.—It is not usual in town schools now to provide teachers' houses. They are, however, a necessity in many rural districts. The residence should be a well-arranged dwelling-house, not directly communicating with the school-rooms and suitable in every respect for the needs of its occupants.

[*To be continued.*]

Government Publications.

(*a*) Public Elementary Schools Warned, for Quarter Ended 31st March, 1899.

DURING the quarter ended 31st March, 1899, ten schools in England and Wales were warned, under Article 86 of the Code—that is, as being inefficient schools. The schools which are warned are divided amongst the counties as follows:—Cambridgeshire, Herefordshire, Hertfordshire, Norfolk, Wiltshire, Yorkshire, Flintshire, and Pembrokeshire. Of these ten schools four are National, three are Church of England, and three are Board Schools.

Five schools were warned that the Annual Grant will, in future, be withheld unless defects in the school premises are remedied. These schools are in the Counties of Cheshire (1), Gloucestershire (1), Somersetshire (2), and London (1). Two are described as Parochial, and as British, National, and Roman Catholic, one each respectively.

(*b*) Voluntary Schools Closed, &c., 1897.

A Return has just been issued "of the Public Elementary Schools not provided by School Boards, which have been closed or transferred to School Boards since the commencement of the Voluntary Schools Act, 1897, giving in each case the reason assigned for the Managers for closure or transfer."

Forty-five schools have been closed between the passing of the Voluntary Schools Act, 1897, and 30th April, 1899. Of these twelve are classified as National, nine as Church of England, seven as British, five as Roman Catholic, one each as Congregational, Wesleyan Reform, and United Methodist Free Church Schools. In nine other cases the description of the school is not given. The above are divided among twenty-five Counties, including London. During the same period forty schools have been transferred to School Boards—thirteen are British, six National, six Church of England, two Wesleyan, one Parochial, one United Methodist Free Church, and eleven schools are not classified. In ten instances the schools are temporarily transferred to the School Boards, pending the erection of other premises.

(*c*) Education Department.

Report to the Committee of Council on Education of the proceedings of the Charity Commissioners for England and Wales, under the Endowed Schools Acts, 1869 to 1889, for the year 1898. Price 1d.

Wage-Earning School Children.

RETURN "for England and Wales, giving (1) the number of children attending Elementary Schools who are known to be working for wages, or employed for profit, with their ages, standards, occupations, hours of work, and rates of pay," and "(2) the different classes of employment into which the boys and girls attending Elementary Schools in England and Wales went on leaving school during some complete year."

IN June, 1898, the Education Department sent out to the 20,022 Public Elementary Schools in England and Wales a circular and schedule, asking for information showing the number of children known to be working for wages, or employed for profit. Replies were received from 19,791 schools, showing that 147,349 school children were so employed; but as 409 replies, containing the names of 3,323 children, were received too late for tabulation, the return deals with the particulars of 144,026 children, of whom 110,161 were boys and 33,865 were girls. Even of the number of replies tabulated, many are incomplete. In numerous instances the managers have omitted to give:—

1. The names of children who are not regularly employed.
2. The names of children who have not received wages.
3. A return where the employment was not considered prejudicial to health.
4. Particulars of children employed during school hours.

The ages of the children employed are as follows:—

Under 7 years of age.	7 years of age.	8 years of age.	9 years of age.	10 years of age.	11 years of age.	12 years of age.	13 years of age.	14 years of age.	Age not stated.	Total.
131	1,120	4,211	11,027	22,131	36,775	47,471	18,556	1,787	817	144,026
		38,489				104,589				

On the 31st August last, the total number of children on the registers of the Public Elementary Schools of England and Wales was 5,601,249, of whom 1,820,246 were under seven years of age; 2,433,986 were between seven and eleven; and 1,347,017 were over eleven years of age. If the number of 817 children (whose age is not stated) is not taken into account, it will be seen that there are 131 children under seven years of age returned as "being employed," of whom sixty-nine are boys and sixty-two girls. Several instances are given where these children are only

five years of age; and the number of hours in which they are employed during the week range as high as twenty-eight for boys and thirty-five for girls.

329 children employed are in no Standard, while 77,436 are in or under Standard IV.

	STANDARDS.							
No Standard	I.	II.	III.	IV.	V.	VI.	VII.	Ex.VII	Not stated
329	3,890	11,686	24,624	36,907	37,315	21,975	6,382	382	536
		77,436							

The occupations in which the children are employed are greatly varied, and have been classified under the following nine divisions:—

Piecework—chiefly Boys.			Time Work—Chiefly Boys.			Domestic Employment—Girls only with one or two exceptions.		
Selling Newspapers.	Hawking Goods.	Other occupations, as sports, taking dinners, knocking up, &c.	In shops, or running errands for shop-keepers.	Agricultural Occupations.	Odd jobs, as boot and knife cleaning, &c. ("house boys".)	Minding babies.	Other housework, including laundry work, &c.	Needlework and like occupations.
15,182	2,435	8,627	76,173	6,115	10,636	11,585	9,254	4,019

Hours of employment per week.

Under 10 hours.	From 10 to 20 hours.	From 21 to 30 hours.	From 31 to 40 hours.	From 41 to 50 hours.	From 51 to 60 hours.	From 61 to 70 hours.	From 71 to 80 hours.	Over 81 hours.	Hours not stated.	TOTAL.
39355	60268	27008	9,778	2,390	576	142	59	16	4,434	144,026

The rates of pay are exceedingly small. 104,597 receive 2s. per week or under, and of that number 17,084 receive less than 6d. per week, while 5,719 are working for their parents or receiving no wages. Only 1,382 receive 5s. and upwards per week.

In London there are 30,807 school children of full-time attendance working for wages. Lancashire comes next with 14,838, Yorkshire has 14,742, Warwickshire 8,256, Staffordshire 6,846, Essex 4,999, Middlesex 4,462, Cheshire, Devonshire, Durham, Kent, and Surrey have between three and four thousand. All the other counties have less than three thousand.

List of Certified Schools for Blind and Deaf Children.

WE have received from the Secretary of the Education Department the following list, corrected to date, of Schools certified under Section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893.

List of Schools (for Blind Children) certified by the Education Department under Section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893.

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Devon ...	Exeter (Borough)	West of England Institution for the Blind, *St. David's Hill, Exeter.*	20 boys. 20 girls.	— —
,,	Plymouth (Borough)	South Devon and Cornwall Institution for the Blind, *Northill, Plymouth.*	30 children.	—
Durham ..	South Shields (Borough)	South Shields, Cone Street Board Blind School.	—	12 children.
,,	Sunderland (Borough)	Sunderland, Villiers Street Board Blind School.	—	18 ,,
Gloucester	Bristol (Borough)	Bristol Asylum and School of Industry for the Blind, *Queen's Road, Clifton.*	32 boys. 21 girls.	— —
Hants ...	Portsmouth (Borough)	Hants and Isle of Wight School and Home for the Blind, *St. Edward's Road, Southsea.*	72 children.	—
Lancaster	Burnley (Borough)	Burnley, Elizabeth Street Board Blind School.	—	26 children.
,,	Fulwood (Ad. Co. of Lancs.)	Preston Industrial Institute for the Blind, *Fulwood, Preston.*	24 boys. 24 girls.	— —
,,	Liverpool (Borough)	Liverpool Catholic Blind Asylum, 59, *Brunswick Rd., Liverpool.*	50 boys. 56 girls.	— —

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Lancaster (*continued*)	Liverpool (Borough)	Liverpool School for the Indigent Blind, *Hardman Street, Liverpool.*	84 children.	—
,,	,,	Liverpool Home for Blind Children, *Devonshire Road, Princes Park, Liverpool.*	20 boys. 20 girls.	— —
,,	Oldham (Borough)	Oldham, St. Michael's Board Blind School.	—	15 children.
,,	Stretford (Ad. Co. of Lancs.)	Stretford, Henshaw's Blind Asylum. *Old Trafford, Manchester.*	50 boys. 41 girls.	— —
London ...	Chelsea (Division)	Notting Hill, Wornington Road Board Blind School.	—	10 children.
,,	Finsbury (Division)	Bedford Row, Princeton Street Board Blind School.	—	17 ,,
,,	Greenwich (Division)	Plumstead, Bloomfield Road Board Blind School.	—	6 ,,
,,	Hackney (Division)	East London Home Blind School, *Northumberland House. Lower Clapham Road, N.E.*	25 children.	—
,,	East Lambeth (Division)	Peckham, Arthur Street Board Blind School.	—	13 children.
,,	West Lambeth (Division)	Battersea, Shillington Street Board Blind School.	—	30 ,,
,,	,,	Wandsworth Common, Indigent Blind Branch School.	40 children.	—
,,	Marylebone (Division)	Camden Town, The Brecknock Board Blind School.	—	40 children.
,,	Tower Hamlets (Division)	Bromley High Street Board Blind School.	—	19 ,,
,,	,,	Tower Hamlets, The Highway Board Blind School.	—	19 ,,

County	School District.	Name of School.	Accommodation. Boarders.	Day Scholars.
Monmouth	Newport School District	Newport Board Blind School.	—	14 children.
Norfolk ..	Great Yarmouth (Borough)	Great Yarmouth Central Board Blind School.	—	13 ,,
,,	Norwich (Borough)	Norwich Institution for the Blind, *Magdalen Street, Norwich.*	35 boys. 25 girls.	10 ,, —
Northumberland	Benwell	Benwell Royal Victoria School for the Blind, *Northumberland Street, Newcastle-upon-Tyne.*	57 boys. 30 girls.	— —
Nottingham	Nottingham (Borough)	Midland Institution for the Blind, *Chaucer Street, Nottingham.*	49 children.	7 children.
Stafford ...	Stoke-on-Trent, U.D.	North Staffs. Joint Boards Blind School.	14 boys. 13 girls.	—
Surrey ...	Croydon (Borough)	*Upper Norwood Preparatory Board Blind School, *Upper Norwood, S.E.*	138 children.	—
Sussex (East) ...	Brighton & Preston U.D.	Brighton, Barclay Home Blind School, *St. Michael's Place, Brighton.*	18 girls.	—
..	..	Brighton Asylum for the Blind, *Eastern Road, Brighton.*	24 boys. 24 girls.	—
Warwick ..	Birmingham (Borough)	Edgbaston General Institution for the Blind, *Edgbaston, Birmingham.*	66 boys. 50 girls.	— —
York ..	Bradford (Borough)	Bradford, Carlton Street Board Blind School.	—	48 children.
,, ...	Leeds (Borough)	Leeds Board Home and School for the Blind.	33 children.	20 ,,
,, ...	Sheffield (Borough)	Sheffield Institution for the Blind, *Broomhill, Sheffield.*	35 boys. 35 girls.	— —
,, ...	York (Borough)	Yorkshire School for the Blind, *Manor House, York.*	47 boys. 33 girls.	— —

* This School is owned and managed by the School Board for London.

WALES.

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Glamorgan	Cardiff (Borough)	Cardiff, Adamsdown Board Blind School.	—	35 children.
..	Swansea U.D.	Swansea and South Wales Institution for the Blind, *Northampton Place, Swansea.*	15 boys. 10 girls.	—

Training College for Blind Students.

Norwood Smith Training College for Teachers of the Blind, Upper Norwood, S.E.

List of Scholars (for Deaf Children) certified by the Education Department under Section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893.

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Bucks ...	Chipping Wycombe (Borough)	Chipping Wycombe Board Deaf School.	—	10 children.
Derby ...	Derby (Borough)	Derby Royal Institution for the Deaf and Dumb, *Friar Gate, Derby.*	80 boys. 70 girls.	— —
Devon ...	Exeter (Borough)	West of England Institution for the Deaf, *Exeter.*	43 boys. 38 girls.	—
,, ...	Plymouth (Borough)	Plymouth, Mount Street Board Deaf School, *Northill, Plymouth.*	—	79 children.
Durham ...	Darlington... (Borough) (Ad. Co. of Durham)	Darlington Board Deaf School.	—	10 ,,

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Durham ...	Stockton-on-Tees (Borough) (Ad. Co. of Durham)	Stockton-on-Tees Board Deaf School.	—	40 children.
Essex ...	Barking (Ad. Co. of Essex).	Barking, North Street Board Deaf School.	—	20 ,,
,, ...	West Ham (Borough)	West Ham, Frederick Road Board Deaf School.	—	44 ,,
,, ...	,,	West Ham, Stratford Board Deaf School.	—	21 ,,
Gloucester	Bristol (Borough)	Bristol District Institution for Deaf and Dumb, *Tyndall's Park, Clifton.*	30 boys. 25 girls.	— —
,, ...	,,	Bristol, Kingsdown Board Deaf School.	31 children.	—
Lancaster	Burnley (Borough)	Burnley, Elizabeth Street Board Deaf School.	—	89 children.
,, ...	Liverpool (Borough)	Liverpool Schools for Deaf and Dumb, *Oxford Street, Liverpool.*	77 boys. 28 girls.	45 ,, —
,, ...	Oldham (Borough)	Oldham, Crossbank Street Board Deaf School.	—	48 children.
,, ...	Preston (Borough)	Preston, The Royal Cross School for the Deaf, *Preston.*	31 boys. 35 girls.	— —
,, ...	Stretford (Ad. Co. of Lancs.)	Manchester Schools for the Deaf, *Old Trafford, Manchester.*	200 children.	—
Leicester ...	Leicester (Borough)	Leicester, Archdeacon Lane Board Deaf School.	—	60 children.
London ...	Chelsea (Division)	Chelsea, St. Clement's Road Board Deaf School.	—	20 ,,
,, ...	,,	Fulham, Parson's Green, Ackmar Road Board Deaf School.	—	20 ,,

County.	School District.	Name of School.	Accommodation. Boarders.	Day Scholars.
London ...	Finsbury (Division)	Clerkenwell, Hugh Myddelton Board Deaf School.	—	144 children.
,, ...	,,	Drury Lane Board Deaf School.	—	38 ,,
,, ...	,,	Stoke Newington, Matthias Road Board Deaf School.	—	32 ,,
,, ...	Greenwich (Division)	Deptford, Stanley Street Board Deaf School.	—	24 ,,
,, ...	Hackney (Division)	Bethnal Green, Mansford Street Board Deaf School.	—	58 ,,
,, ...	,,	Bethnal Green, Summerford Street Board Deaf School.	—	48 ,,
,, ...	,,	Hackney, Morning Lane Board Deaf School.	—	24 ,,
,, ...	,,	Hoxton, Catherine Street Board Deaf School.	—	28 ,,
,, ...	East Lambeth (Division)	Camberwell, Boundary Lane Board Deaf School.	—	48 ,,
,, ...	West Lambeth (Division)	Battersea, Ethelburga Street Board Deaf School.	—	30 ,,
,, ...	,,	Wandsworth Common.	—	—
,, ...	,,	Nightingale Lane, Jews' Deaf School.	22 boys. 18 girls.	—
,, ...	,,	The Grange, 61, *Nightingale Lane.*	—	—
,, ...	,,	Wandsworth Common, S.W.	—	—
,, ...	Marylebone (Division)	Fitzroy Square, Oral Instruction Association Deaf School, 11, *Fitzroy Square, W.*	—	72 children.
,, ...	,,	Hampstead Road, Stanhope Street Board Deaf School.	—	30 ,,

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
London ...	Marylebone (Division)	Marylebone, Capland Street Board Deaf School.	—	48 children.
,,	Southwark (Division)	Bermondsey, Farncombe Street Board Deaf School.		18 ,,
,,	,,	Southwark, Pocock Street Board Deaf School.	—	24 ,,
,,	Tower Hamlets (Division)	Limehouse, Farrance Street Board Deaf School.	—	32 ,,
Middlesex	Ealing (Ad. Co. of Mdx.)	Ealing Training College Deaf School. *Castle Bar Hill, Ealing, W.*	5 boys. 15 girls.	— —
,, ...	Tottenham (Ad. Co. of Mdx.)	Tottenham, Bruce Grove Board Deaf School.	—	20 children.
Norfolk ...	Great Yarmouth (Borough)	Great Yarmouth Central Board Deaf School.	—	18 ,,
Northumberland	Newcastle-upon-Tyne (Borough)	Northern Counties Institution for the Deaf, *North Road, Newcastle-upon Tyne.*	94 boys. 68 girls.	— —
Nottingham	Nottingham (Borough)	Nottingham, Clarendon Street Board Deaf School.	—	64 children.
Stafford ...	Stoke-on-Trent, U.D.	North Staffs. Joint Boards Deaf School.	71 boys. 41 girls.	— —
Surrey ...	Croydon (Borough)	Croydon, Princess Road Board Deaf School.	—	18 children.
Sussex (East) ...	Brighton & Preston U.D.	Brighton Deaf and Dumb Institution, *Eastern Road, Brighton.*	45 boys. 33 girls.	—
Warwick ...	Aston U.D.	Aston, Whitehead Road Board Deaf School.	—	16 children.
,, ...	Birmingham (Borough)	Birmingham, Moseley Road Board Deaf School.	—	45 ,,
,, ...	,,	Birmingham, Staniforth Hall Board Deaf School.	—	30 ,,

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Warwick ...	Birmingham (Borough)	Edgbaston Royal Institution for the Deaf and Dumb, *Edgbaston, Birmingham.*	175 children.	—
Worcester ..	Dudley (Borough)	Dudley Board Deaf School.	—	11 children.
York ...	Boston Spa (Ad. Co. of York, West Riding)	Boston Spa, St. John's Institution for Deaf and Dumb.	130 boys. 90 girls.	— —
,, ...	Bradford (Borough)	Bradford, Carlton Street Board Deaf School.	—	54 children.
,, ...	Doncaster (Borough) (Ad. Co. of York, West Riding)	Yorkshire Institution for the Deaf, *Doncaster.*	70 boys. 50 girls.	— —
,, ...	Kingston-upon-Hull (Borough)	Kingston-upon-Hull, Brunswick Avenue Board Deaf School.	—	60 children.
,, ...	Leeds (Borough)	Leeds, Upper Albion Street Board Deaf School.	—	60 ,,
,, ...	Middlesbrough (Borough)	Middlesbrough Board Deaf School.	—	28 ,,
,, ...	Sheffield (Borough)	Sheffield, Orchard Lane Board Deaf School.	—	44 ,,

WALES.

County.	School District.	Name of School.	Accommodation.	
			Boarders.	Day Scholars.
Carmarthen	Llanelly	Llanelly, St. Paul's Board Deaf School.	—	22 children.
Glamorgan	Cardiff (Borough)	Cardiff, Fitzalan Place Board Deaf School.	—	19 ,,
,,	Pontypridd (Ad. Co. of Glam.)	Pontypridd Craig Board Deaf School.	—	18 ,,
,,	Swansea U.D.	Swansea Royal Cambrian Institution for the Deaf and Dumb, *Mount Pleasant, Swansea.*	33 boys. 28 girls.	— —
,,	Ystradyfodwg. (Ad. Co. of Glam.)	Ystradyfodwg Porth Board Deaf School.	—	20 children.

Institutions approved under Article 120 of the Code for the Special Training as Teachers of the Deaf of Students transferred from ordinary Training Colleges.

Ealing Training College for Teachers of the Deaf, Castle Bar Hill, Ealing, W.

Fitzroy Square Oral Instruction Association Training College, 11, Fitzroy Square, W.

Meetings of Executive Committee,

HELD AT ST. MARTIN'S TOWN HALL, LONDON, S.W.,
MAY 16TH, 1899.

Present.—The Very Rev. the Dean of Manchester (President) in the chair; G. J. Cockburn, Esq. (Vice-President); Hon. E. Lyulph Stanley (Vice-President); J. H. Woodward, Esq., (Vice-President); Rev. Prof. Anthony, Alex. Baines, Esq., W. Bemrose, Esq., Rev. Dr. Bruce, W. Claridge, Esq., Rev. Canon Major Lester, S. Theodore Mander, Esq., Rev. Canon W. Moore-Ede, J. F. Moss, Esq., D. J. O'Donoghue, Esq., W. Packer, Esq., The Right Hon. Lord Reay, Sir Thos. Roe, E. M. Hance, Esq., and C. H. Wyatt, Esq.

Memorandum.—The minutes of the proceedings of the last meeting were read, found correct, and signed by the Chairman.

Memorandum.—The Scrutineers submitted the result of the voting for the election of officers and committee. (The details of the voting are set out at length on page 477 of *The School Board Gazette* for June.)

Memorandum.—The Committee then arranged the business for the annual meeting of the Association.

Memorandum.—It was arranged that at the end of the notices of motion Mr. Moss should move that a deputation be elected to wait upon the Education Department with regard to the amendment of the law of School Attendance.

Memorandum.—The following correspondence was submitted:—

Okehampton School Board, April 30th, respecting more time for Executive Election procedure.

Kidderminster School Board, May 1st, respecting the election of Executive, issue of duplicate forms.

Swansea School Board, May 8th, *re* Educational Exhibition.

Hon. Treasurer, May 9th, *re* Correspondence with Finchley School Board.

Swansea School Board, May 10th, *re* Federation of School Boards in Wales, &c.

Resolved.—That the next ordinary meeting be held at the School Board Offices, Leeds, on Friday, June 16th, 1899, at two p.m.

SPECIAL MEETING OF EXECUTIVE COMMITTEE.

Held at St. Martin's Town Hall, London, S.W., May 16th, 1899.

Present.—The Very Rev. the Dean of Manchester (President), in the chair; J. H. Woodward, Esq., vice-president; Rev. Prof. Anthony, Alex. Baines, Esq., W. Bemrose, Esq., Rev. Dr. Bruce, W. Claridge, Esq., W. L. Daniel, Esq., Rev. Canon Major Lester, S. Theodore Mander, Esq., Rev. Canon W. Moore-Ede, E. M. Hance, Esq., Rev. E. F. M. MacCarthy, J. F. Moss, Esq., D. J. O'Donoghue, Esq., W. Packer, Esq., The Right Hon. Lord Reay, Sir Thos. Roe, and C. H. Wyatt, Esq.

Memorandum.—The resolutions passed at the annual meeting of the Association were considered, and the Hon. Secretary was requested to arrange with regard to the various matters covered by the resolutions.

MEETING OF EXECUTIVE COMMITTEE.

Held at Leeds, June 16th, 1899.

Present.—The Very Rev. the Dean of Manchester (President) in the chair; Messrs. Cockburn and Woodward (Vice-Presidents); the Rev. Professor Anthony, the Rev. Dr. Bruce, the Rev. Canon Major Lester, the Rev. Canon W. Moore-Ede, the Rev. E. F. M. MacCarthy, Sir T. Roe; Messrs. Baines, Claridge, Daniel, Hance, Mander, O'Donoghue, Packer, and Wyatt.

Memorandum.—Submitted apologies for absence from Mr. W. Bemrose and Mr. J. F. Moss.

Memorandum.—The minutes of the last meeting were read, and signed by the Chairman.

Memorandum.—Submitted the following references from the Annual Meeting :—

1. Local Authorities for Secondary Education in Administrative Areas.—"That the Executive Committee be instructed to enter into negotiation with the Association of Non-county Boroughs with a view to securing the objects which have again and again been affirmed by this Association."

2. Summary Jurisdiction Act.—"That a petition be presented to the House of Commons similar in terms to the petition presented last year, in support of the Bill for the amendment of this Act."

[The Honorary Secretary reported that he had written to Sir A. R. Scobell, M.P., asking for information as to the present position of the Bill.]

3. VAGRANT CHILDREN.—"That in view of the large number of juvenile tramps, who, by reason of their nomadic habits, are practically outside the scope of the existing Education and Industrial Schools Acts, and are growing up in ignorance and vice, this Association of School Boards hereby instructs its Executive Committee to memorialise the Secretary of State for the Home Department to promote such legislation as shall enable Local Authorities to promptly and effectually deal with the children of tramps. Further, that the Executive Committee be empowered to petition Parliament in favour of any Bill that may be introduced which, in the opinion of the Executive, would be likely to obtain the object in view.

"And that the Association are further of opinion that the cost of dealing with the children of vagrants should be a charge on Imperial and not local funds."

4. RULES—OBJECTS OF THE ASSOCIATION. — The question was left in the hands of the Executive Committee, who proposed that the following words should be added to Rule II. C. :—"The primary object of the Association is to uphold and preserve the powers conferred on School Boards by Act of Parliament."

5. BLIND AND DEAF CHILDREN.—The following resolution was referred to the Executive Committee :—"That in the opinion of this Conference the maintenance and education of the blind and also deaf and dumb children should be a national and not a local charge, and that institutions for the reception of such children should be entirely under public control, and a place therein should be assured to every child afflicted as above."

[The foregoing resolution has been sent to the Education Department.]

"That it be referred to the Executive Committee that the maintenance of blind and deaf children under Act 56 and 57 Vic., imposes an excessive burden on School Boards.

"That the Executive be instructed to approach the Education Department with a view to obtaining increased relief of such Boards."

6. MENTALLY DEFECTIVE CHILDREN.—"That the Executive Committee consider and report on the question of securing better provision for the training and maintenance of children of weak intellect."

LIBRARIES

7. REPRESENTATION ON THE EXECUTIVE.—"That it be an instruction to the Executive Committee to prepare and submit for the consideration of the Association, a scheme whereby England and Wales shall be more equitably represented on the Executive Committee."

8. LAW OF SCHOOL ATTENDANCE.—"That the Executive Committee be requested to arrange for deputations to wait on the Lord President of the Privy Council, the Vice-President of the Committee of the Privy Council on Education with a view to strongly urging the importance of early legislation on the lines indicated in the Report upon the Law of Attendance which was unanimously adopted at the last meeting of the Association."

9. OVER-WORKED SCHOOL CHILDREN.—"That the Executive Committee be requested to prepare and forward to the Education Department on behalf of the Association, a Memorial, drawing attention to the excessive labour imposed upon many young children attending school full time and at work out of school hours as shown by the returns sent to the Department in response to their Lordships' circular letter (No. 415) of June last, urging that such employment unless carefully guarded is likely, as the Department admit, to endanger the health of the children and to injure substantially the general education of the people, and praying that the Department will arrange as speedily as possible for a measure to be brought before Parliament, dealing with the serious evil that has been disclosed."

Memorandum.—With regard to the foregoing references from the Annual Meeting it was

Resolved—1 (*a*) That an interview be sought with the representatives of the non-county boroughs, and (*b*) that a sub-committee, consisting of the Rev. Professor Anthony, the Rev. Dr. Bruce, the Rev. Canon W. Moore Ede, and Messrs. Hance, Moss, and Wyatt, be appointed to deal with the question of the areas of local authorities for Secondary Education in administrative counties.

3.—That the memorial now submitted be adopted.

4.—That Rule II. (Objects) of the Association be altered as follows:—

II.—OBJECTS.

The objects of the Association are:—

1.—To uphold and preserve the powers conferred on School Boards by Act of Parliament.

2.—To watch over and protect the general interests of Education as they may be affected.

(*a*) By legislation of general application to school districts, either by Public or Private Bill.

(*b*) By the administration of the various Departments of the Government which may exercise jurisdiction over the work of education; and

3.—To take action in relation to any other subjects in which School Boards generally may be interested.

5.—That the draft memorial now submitted be adopted.

6.—That the subject of the education and care of mentally deficient and weak-minded children be referred to a sub-committee, consisting of the Rev. Dr. Bruce, Messrs. Claridge, Cockburn, and Packer; Mr. Packer to act as convener.

7.—That the question of representation on the Executive Committee be referred to a sub-committee, consisting of the Rev. E. F. M. MacCarthy, the Rev. Canon W. Moore Ede, Messrs. Baines, Claridge, Cockburn, Hance, Mander, Packer, and Wyatt.

8.—That the President of the Council be requested to receive a deputation.

9.—That the consideration of the matter be deferred.

Memorandum.—The Hon. Secretary reported that the resolutions of the Annual Meeting dealing with the matters named below had been forwarded to the authorities concerned :—

Local Authorities for Secondary Education in County Boroughs.

Departmental Committee's Report on Pupil Teachers, and Training College Accommodation.

Dumb Children.

Blind and Deaf Children (West Bromwich motion).

Rating of Board Schools.

Results of Queen's Scholarship Examinations.

Payment of Fee Grant.

Forms of Agreement—Pupil Teachers.

Teachers' Parchment Certificates.

Departmental Report on Pupil Teachers and Additional Training College Accommodation.

Resolved.—That the Right Hon. Sir Henry Fowler be requested to raise, in the House of Commons, the question of the necessity of further training college accommodation.

Memorandum.—The Hon. Secretary reported that a Secondary Education Bill had been introduced into the House of Commons by Mr. Evelyn Cecil and others.

Resolved.—That on the occasion of any Bill dealing with education being introduced into either House of Parliament a copy be sent to each member of the Executive Committee.

Memorandum.—Read a letter from the Bristol School Board dated June 12th, 1899, regarding non-payment of grant for Drawing for girls taught in a Junior Mixed School.

Memorandum.—Read a letter from the Bristol School Board dated the 10th June, 1899, concerning the recognition of a School of Science.

Resolved.—That the Honorary Secretary write to Sir John Gorst on the matter.

Memorandum.—The Honorary Secretary submitted a communication from the School Attendance Officers' National Association, dated 13th May, 1899.

Resolved.—That the following be appointed a special committee to consider the question of Science and Art instruction :—

The Very Rev. the Dean of Manchester (President); The Hon. E. L Stanley and Mr. G. J. Cockburn (Vice-Presidents); and Messrs. Hance and Wyatt.

Memorandum.—The Executive Committee considered the Board of Education Bill as sent down to the House of Commons from the House of Lords, together with the proposed amendments, as it was.

Resolved.—That steps be taken to prevent, if possible, the amendment to clause 3, namely :—

(2) The council of any county or county borough may out of any money applicable for the purposes of technical education pay or contribute to the expenses of inspecting under this section any school within their county or borough.

Further, That copies of the Bill be sent to all Boards in Association, with a letter drawing attention to the important effect of the foregoing amendment, and asking them to use their influence with local Members of Parliament to oppose the passing of the amendment referred to.

Resolved.—That the next meeting of the Committee be held at the offices of the Birmingham School Board on Friday, July 21st, at two p.m.

Free Baths for School Children.

THE following are the REGULATIONS OF THE MANCHESTER CORPORATION FOR THE BATHING OF SCHOOL CHILDREN :—

The Baths Committee, in accordance with a resolution of the City Council, are desirous of making arrangements for the Free Bathing of Scholars using the Second Class Swimming Baths, and with this object submit to the School Authorities, Masters, and Teachers the following regulations, and trust to receive the co-operation of those in charge of the various Schools, so that the privileges offered may be taken advantage of to the fullest possible extent :—

Free Bathing of School Children.

The Baths Committee are prepared to admit Scholars over the age of seven years Free into the Second Class Swimming Baths only, and provide the required Towels and Bathing Drawers, any week-day except Saturday, if in charge of a Teacher or Master. Those in charge are to be held responsible for the orderly conduct of the Scholars whilst using the Bath, and must remain, so as to have the Scholars in their view until they leave.

The above regulations will be in operation from April 1st to September 30th between 6.0 a.m. and 4.30 p.m., and from October 2nd, 1899, to March 31st, 1900, between 9.0 a.m. and 4.30 p.m.

Those Scholars using the Baths unaccompanied by a Teacher, or at times other than those named, can do so at a charge of One Penny to the First Class and a Halfpenny to the Second Class Swimming Bath upon presentation at the Ticket Office Window of the various Baths of a Pass or Token Ticket, which tickets will be supplied to any School Free of Charge upon application at any of the Manchester Baths.

The times during which Token Tickets may be used are as follows :—From time of opening until 5.30 p.m. each week-day with the exception of Saturday, and on Saturday until 12 noon.

Under no circumstances can scholars be allowed to use the baths free of charge unless under the direct and continued control of a teacher.

The Baths Committee would particularly draw the attention of managers of Public Elementary Schools to the permission given by the Education Department for scholars to leave their classes during school hours for the purpose of visiting swimming baths, as per Article 12 (F), page 3 of the Day School Code, 1898.

THE SCHOOL BOARD GAZETTE.

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THE

SCHOOL BOARD GAZETTE.

VOL. II. AUGUST, 1899. NO. 2.

The Board of Education Act.

THE Government measure for constituting a Central Authority for Education was the subject of an interesting debate in the House of Commons, on the occasion of the third reading of the Bill, on the 1st inst. The Bill, which had been referred to a Standing Committee, had thereby escaped much of the criticism which it would have received had it been considered in the ordinary way by the Committee of the whole House.

We believe that it will be generally admitted, even by its most devoted supporters, that the measure is in the nature of a blank cheque to the new Central Authority, whereby it is hoped that something will be done to organise a system of secondary education for England. The extraordinary lack of anything like detail in the various clauses of the Bill has led to many surmises being indulged in as to what the practical effect of the new legislation is likely to be, and great hopes have been raised, at all events in some directions, that powers of inspection and examination may be delegated to various bodies anxious to take part in the public administration of secondary education. As an instance of this, we may refer to the meaning which will be put on the words "other organisation" coming after the reference to the university authorities in Clause III. of the Bill, and we may the more naturally refer to this as an illustration seeing that the Executive Committee of the Association of School Boards have very strongly objected to the wording of this clause, contending that the Board of Education should not be endowed with wide and undefined powers of delegating questions of local administration which should only be undertaken by a properly constituted local authority appointed

by Parliament. It has always been the contention of the Association that so long as there are to be separate local authorities for secondary education the appointment should be in the hands of Parliament, and that in their constitution these authorities should be truly representative of the present bodies dealing with the administration of education, including, of course, the school boards. This has been the contention of the Association in dealing with the proposed appointment of separate local authorities for secondary education alone, but the Association have been all the while none the less steadfast in their advocacy of what they consider would certainly be a better plan, and the only one likely to be permanently satisfactory, namely, the constitution of a single local authority elected for the purpose of dealing with all kinds of education provided at the cost of the ratepayers.

Want of definition is a serious weakness in an Act of Parliament, and undoubtedly raises in this case misgivings in respect of the immense difficulties which are likely to face the new Central Authority when it gets to work. In the matter of the inspection of schools we see several examining bodies are already mentioned as likely to find employment. To the authorities of the Universities no one is likely to raise objections; and now the College of Preceptors, the City and Guilds of London Institute, and the National Union of Teachers are introduced, and it will be very singular if the description "other organisation" does not raise up a vast host of other authorities with aspirations in the same direction.

The School Boards have had some experience of the way in which their work has been seriously interfered with through the operation of Clause VII. of the Science and Art Directory. In the first instance, the Clause was officially explained to contemplate merely certain voluntary arrangements between the School Boards, the Technical Instruction Committees, and other managers of science and art classes. As carried into effect, however, by the Science and Art Department it has, in defiance of those explanations, proved itself to be an entirely one-sided arrangement for the recognition of the County Council Technical Instruction Committees, and with more or less of direct intent the School Boards have been hindered in the provision of higher grade schools. In the appointment of the organisations under this Clause VII. the views of the School Boards have been completely ignored. Hence arises the reasonable desire of the Association that legislation affecting education, whether by Code or Act of Parliament, should be clear in all its bearings.

In the debate in the House of Commons on the third reading of the Board of Education Bill, the Association of School Boards came in for a considerable amount of notice. We were told by more than one member that our fears are groundless, and that we have misapprehended the meaning of Clause III. We hope that it will turn out to be so. The lively interest in this matter evinced by the School Boards has, however, had one result in obtaining from the Vice-President a distinct assurance in the House of Commons that the future appointment of local authorities is not prejudiced by the words of the clause. Sir John Gorst said on the third reading of the Bill "that the Association of School Boards discovered in this sub-section a deep laid scheme for the injury of the School Board system. There never was a more unfounded suspicion formed by any public body. The sub-section should not injure the School Board system, and it did not prejudge the question of the constitution of the local authority, which, in some future session, would no doubt come under the consideration of Parliament. All that the sub-section did say was that one of the purposes for which the money * could be spent was the payment of the fees of the schools which were too poor to pay the fees themselves."

To clothe this mere outline of an Act of Parliament and to give it real force and power will now fall to the lot of the new Board of Education, aided by the Consultative Committee. To do this well and effectually will tax the best administrative skill of the Education Department, and more especially of the permanent officials. Our present doubt and uncertainty are in a measure relieved by the entire confidence we have in that Department.

* NOTE.—Money available for technical instruction.

Notes.

AMONG the measures which received the assent of Her Majesty, on the day Parliament was prorogued, were the Board of Education Act, the Elementary Education (Defective and Epileptic Children) Act, and an Act amending the Summary Jurisdiction Act of 1879. This last-named measure will greatly facilitate the enforcement of penalties inflicted by a Court of Summary Jurisdiction. The Bill which has just become law received the hearty support of the Association, which, on more than one occasion, memorialised the House of Commons in its favour.

———:———

The Forty-Sixth Report of the Science and Art Department comes too late for a detailed notice to be given in this issue of the Gazette. Next month we shall deal with it in detail, and give a list, corrected up to date, of the Schools of Science in England and Wales.

———:———

It appears from the Report that in twenty-eight out of forty-nine administrative counties, and fifteen out of sixty-one county boroughs in England, the County or County Borough Councils have been accepted as organisations under Clause VII. The fifteen County Boroughs referred to are Bath, Bolton, Brighton, Burnley, Devonport, Gloucester, Hastings, Hull, Nottingham, Oxford, St. Helens, Stockport, Walsall, West Bromwich, and Worcester.

———:———

The Schools of Science are still increasing in numbers. The Report states that in 1898 there were in England and Wales 159 Schools of Science, with 21,193 students, a considerable increase on the preceding year, when the number of such schools was 143 with 18,142 students. Schools of Science in Scotland are not included in these figures, having been transferred for their grants last year to the Scotch Education Department.

———:———

New Schools for the Blind and Deaf.

A GOOD deal of activity has been recently shewn in providing new buildings, or extensions of existing institutions, for the maintenance and training of blind and deaf children. The Midlands and Lancashire and Yorkshire have recently made some notable additions. Amongst the new buildings, one of the most important is the splendid pile opened in Leeds on the 5th July, by Mrs. Fawcett, widow of the late blind Postmaster-General, and we have pleasure in giving illustrations of the accommodation provided, together with extracts from the opening proceedings. We notice that Mrs. Fawcett commended the system of Day Scholars, which continues to serve a very useful purpose in schools for the deaf, where boarding accommodation is not possible, but as a rule day scholars are a great mistake in a Blind School. A good deal was said about the excellence of keeping up home influence. Theoretically, no doubt, this is very desirable, but practically it is attended with serious difficulties. Home influence is not found to assist the blind even where the parents intend to be kind. Many cases can be given in which by over-indulgence children have not been taught freedom of movement, and have been absolutely ruined. Cases occasionally come before School Boards where the parents have not wished to part with their afflicted children, and instead of teaching them to do everything for themselves, the parents have done everything for the children, with the deplorable result that mentally and physically the children have become almost a wreck, and when compulsorily sent into the Blind Schools comparatively little can be done for them. Unfortunately also, the home surroundings of some blind or deaf children are not satisfactory, and experience shows that the children have to be protected from evil at considerable cost, even during the holidays. There are many reasons which make it desirable for blind and deaf children to be boarders, but the Leeds system embraces both the day school and the boarding arrangements, and it will be interesting to observe the result under a Board, where we may be sure no effort will be spared to attain success.

OPENING OF THE LEEDS BOARD SCHOOLS FOR THE BLIND AND DEAF.

The handsome and commodious buildings in Blenheim Walk, Leeds, which have been erected by the Leeds School Board to serve the purposes of a home and schools for blind and

deaf children, were officially opened on Wednesday, July 5th, by Mrs. Henry Fawcett, widow of a former Postmaster-General.

The institution provides accommodation for 108 boarders and 100 day scholars, as follows:—

	Boarders. Boys.	Girls.	Day Scholars.	Total.
Blind	28 ...	31 ...	30 ...	89
Deaf	25 ...	24 ...	70 ...	119

ELEVATION—LEEDS SCHOOL FOR BLIND AND DEAF.

Each department is to be distinct in its working. The blind children will be taught on the ground floor, and the deaf children—of whom 119 can be received—on the first floor. The educational arrangements include two large assembly halls and numerous classrooms, all of a light and cheerful appearance, and securing means of supervision by the teachers. Separate dormitories for the blind and deaf boys and girls are provided on the first and second floors, and, except for lessons and meals, the sexes will

be entirely separated As for the sanitary arrangements of the establishment, they are as perfect as the most approved appliances can make them. Electric lighting has been adopted throughout, and an excellent system of warming and ventilation has been introduced. In the basement is a large and admirably appointed swimming bath, and special facilities are also provided for instruction in various industrial pursuits.

The opening ceremony took place in the assembly hall of the deaf mute department, which was crowded to overflowing. Mr. Cockburn presided.

The CHAIRMAN, on behalf of the School Board, extended a hearty welcome to the company, and said it afforded the Board the greatest possible pleasure to find among them, not only many influential Leeds citizens, but also a very large number of kind friends from a considerable distance, who had identified themselves more or less with work amongst the deaf and dumb and the blind. The Leeds School Board had been in existence just twenty-eight and a half years, and in the course of that time it had had a good many red-letter days, but he ventured to say that no red-letter day would stand out in brighter relief than that which they were then celebrating. (Applause.) That was, after all, only an infinitesimal proportion of the Board's work, but, happily for them, that was a part of the Board's work which commanded unbounded sympathy and kindly co-operation from a great many friends. (Hear, hear.) They had, as a Board, only some thirty blind children and about fifty deaf and dumb children to deal with in the city of Leeds, whilst they had an average attendance at their schools of 47,000 children receiving a sound and excellent education from a staff of no less than 2,000 teachers. It was a strange fact that until five or six years ago this great Empire of ours apparently cared and did nothing for either its blind or its deaf and dumb. The sighted children were compelled to go to school, but the blind and the deaf and dumb were allowed to trust to the charity, philanthropy, and good-heartedness of anybody who chose to take an interest in that work and give of their resources for its maintenance. In 1893 the Statute Book contained for the first time a law which made provision for the compulsory teaching of the blind and the deaf and dumb of England, equally with the sighted and the hearing. But the Leeds Board had anticipated the Act, for it had taken the whole responsibility of educating and training the deaf and dumb children of the city for the last twenty years, and they had in hand the teaching and training

of the blind for ten years. When it became compulsory and legal to make definite provision for housing these children, they entered upon the project which they were that day consummating. In building an institution to contain a much larger number of deaf, dumb, and blind children than there were in the city of Leeds, they sought to be a help to those unfortunate neighbours who could not do what Leeds could do. The Act of Parliament made it compulsory upon the smallest rural authority, if it had a blind child, to make provision for the training, education, and maintenance of that child. They could not have every little Parish Council erecting a school for the education of, at the most, two blind or deaf and dumb children, and the only wise policy to pursue, therefore, was to make provision, in convenient centres, on a large scale, and permit these authorities to make use of these schools. It was with that view that the Leeds Board had built an institution capable of doing work for about 208 children, some of whom would come to them as indoor boarders and the remainder as day pupils. Hitherto, whilst carrying on the work in their former premises, their indoor children had cost them about £34 per child per annum. The Government contribution was the magnificent sum of three guineas per annum, with two guineas added provided the children were satisfactorily taught some handicraft. It seemed to him that this was altogether wrong and unfair—and that the time had come when they should press upon the powers that be at head-quarters the national character of the work, and insist upon a much larger proportion of the expenses of carrying on this work coming out of the national purse. He would also like to see the age at which the affected children might remain at school, raised from 16 to, say 19 years. Without such an expansion of time he did not think they would be able to make the children adepts in any kind of handicraft, by means of which they could do more than eke out a bare existence. Concluding, Mr. Cockburn said he believed the new institution was of such a homely, healthy, and happy character, that even those who were most opposed to institutionising children would find little room for adverse criticism.

Mr. GROSVENOR TALBOT, in submitting a description of the buildings, stated that the Board would do its best to train both the blind and the deaf to earn a respectable and honest livelihood in the future. He hoped that other School Boards would emulate them. They had erected the buildings in such a

substantial manner that fifty years hence those who succeeded them would be able to hand them over to the ratepayers free of cost and in a good and serviceable condition. (Applause.) The total cost had been as near as possible £30,000. Proceeding, Mr. Talbot, on behalf of the contractors, asked Mrs. Fawcett's acceptance of an elegantly designed golden key in commemoration of the occasion. All of them remembered, he said, that great statesman, the late Mr. Fawcett. (Applause.) It was to the noble spirit that he showed when he was alive that such a place as that in which they were gathered was due. Mr. Fawcett's spirit had never died out amongst the people, and he thought that no man ever lived whose life after his death had borne such good fruit as Mr. Fawcett's had done. They, therefore, esteemed it a great privilege to have Mrs. Fawcett amongst them.

Mrs. FAWCETT, in acknowledging the gift, remarked that she should value it always as a memento of a day which she would ever remember with particular gratification and pleasure. She congratulated the School Board, and mainly the citizens of Leeds, upon the completion of the noble building in which they were assembled. In erecting it they had set a magnificent example, which, she hoped, would be copied ere long by School Boards in many other centres of population. (Applause.) She thanked Mr. Talbot particularly for his kind words with reference to her husband. She saw that they had quoted in the programme of proceedings some words that he once used in addressing a meeting called on behalf of the blind—words in which he said to the blind, "Do what you can to act as though you were not blind, be of good courage, and help yourselves"; whilst he said to the seeing in reference to the blind, "Do not patronise; treat us without reference to our misfortunes, and, above all, help us to be independent." She was sure no one would be more ready to acknowledge than he would have been that the word independent could only be used with modifications. No civilised man or woman could be

GEOGRAPHY LESSON.—BLIND SCHOLARS.

independent. They were all dependent upon one another. Every hour of the day, almost every minute, they were dependent upon one another for countless services and acts of kindness and necessity; and they were only independent, therefore, in the sense that they could in some measure render back service for service. The object of that pile of buildings was in the main to enable the blind and the deaf and dumb to take their part in the world in rendering this service to the utmost of their capacity. They might need, in some respects would need, more help than those who, fortunately, had all the use of their senses. That help she hoped would always cheerfully and willingly be extended to them, but she thought the blind and the deaf and dumb who would be trained in that institution would, at any rate, have all the help that could be given to them by mental, physical, and moral training to bear their part in the world; and to render service to the world in return for the services which they would receive, and that was all the degree of independence that any of them could ever hope to achieve. It must be a great satisfaction, also, to the rate-payers of that great city, who were more fortunate as regards this world's goods, to be able to extend to those who were less fortunate something to make them bear their trial with fortitude and courage—to live it down, as it were; and to take their part in the world as useful citizens. The Chairman had referred to the dread which some people had of children being over-institutionised. She certainly shared that dread to a very considerable extent, and therefore she hoped there would be not one gigantic institution, perhaps, for the whole of the North of England, but that there would be several institutions, where the children in the surrounding locality could be accommodated. She hoped, further, that in all cases they would strive to the utmost of their power not to break the home ties which existed between children who had lost

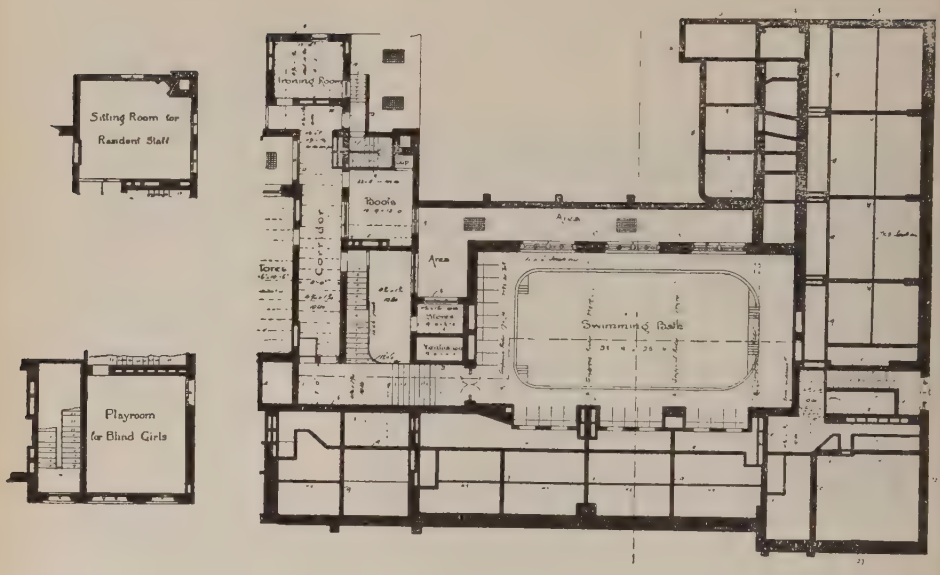
BASKET WORK, &c.—BLIND SCHOLARS.

their sight or hearing and the parents to whom they belonged. She was sure the members of the Board would be most careful to do everything they could to keep up all those ties of home affection which were so invaluable to children suffering under such serious disadvantages. People were sometimes apt to talk as if blindness were, after all, hardly an affliction at all. Blind people certainly bore their affliction with an extraordinary degree of courage and cheerfulness; still, this ought not to let those in full possession of their faculties forget the fact that they were labouring under one of the greatest afflictions that could possibly be borne by any human being. They should bear this in mind, with the idea of helping them to face their difficulty bravely, that they might have the strength and courage to wrest victory out of their misfortune and transmute pain into something that was good and precious and beautiful. She wished them God-speed in the great work they had undertaken, and she heartily thanked them for the very kind welcome they had given her.

KINDERGARTEN CLASS.—BLIND INFANTS.

Two of the inmates of the institution—a little blind girl and a little deaf boy—then ascended the platform, and presented Mrs. Fawcett with a charming bouquet of roses. A vote of thanks to that lady was afterwards proposed by Mrs. Hudson, seconded by Miss Prior (of the Leeds Institution for the Blind and Deaf and Dumb). Mr. Whitmell supported, and it was carried with acclamation.—Mrs. Fawcett briefly replied, and a similar compliment was then accorded the Chairman, on the motion of Mr. Claridge, seconded by the Rev. C. Hargrove.

During the proceedings there was singing by the blind children, and after tea, which was provided in the dining-hall, the deaf scholars gave examples of their lessons and an exhibition of drill and other school work in their several class-rooms. A swimming display, and demonstrations of articulation and lip-reading were also given.



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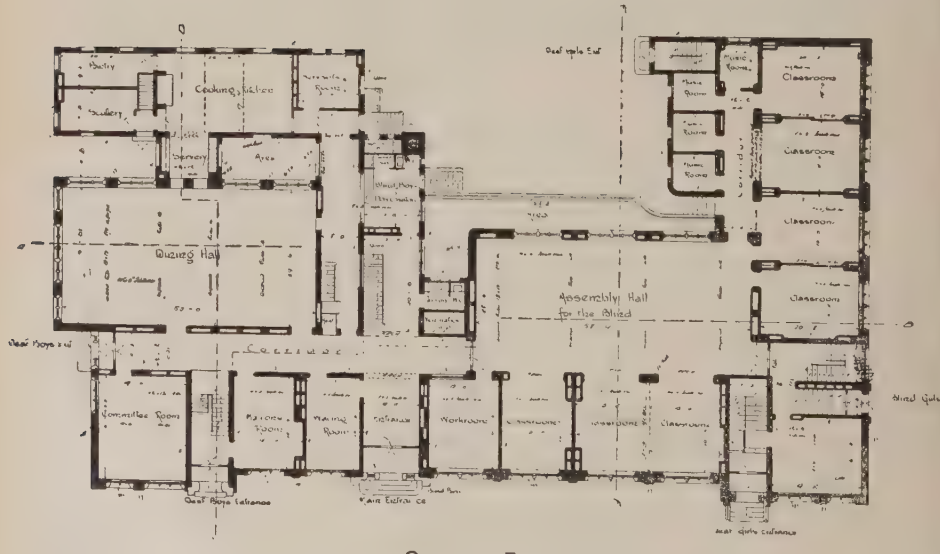
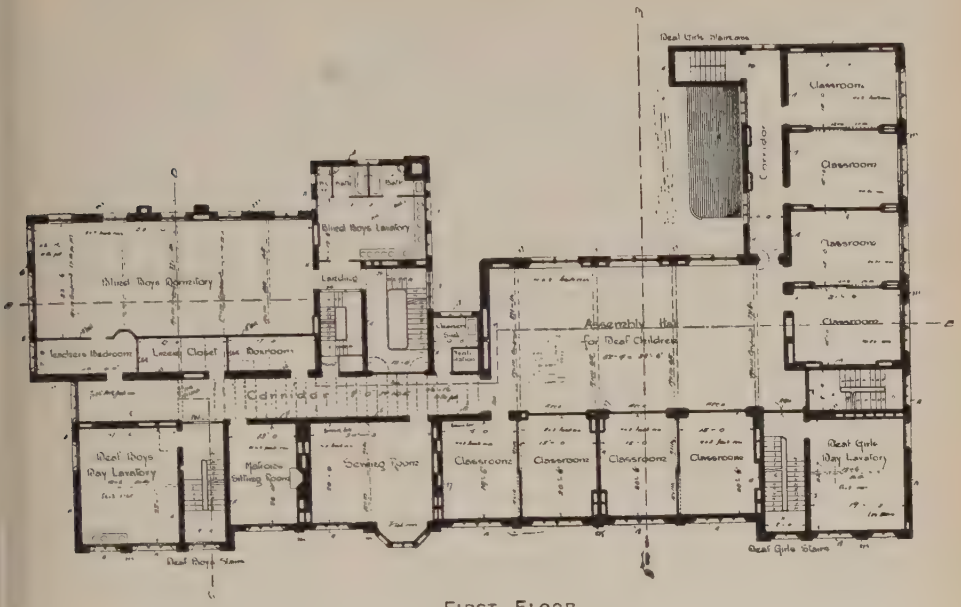
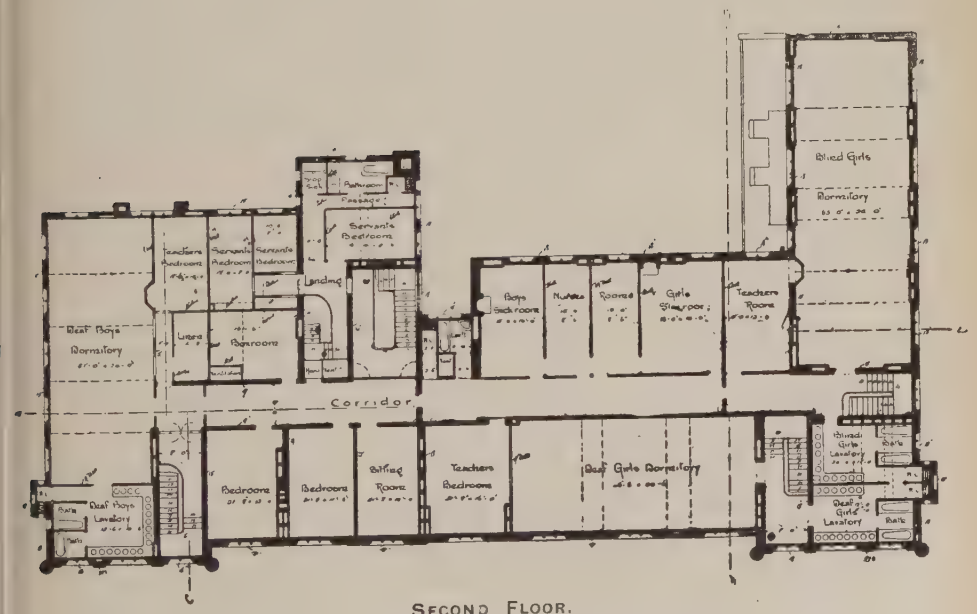


GROUND FLOOR.

LEEDS SCHOOL FOR BLIND AND DEAF.



FIRST FLOOR.



SECOND FLOOR.

LEEDS SCHOOL FOR BLIND AND DEAF.

Blind and Deaf Schools in 1898.

LAST month we gave a list of certified schools for Blind and Deaf children, and we now proceed to add some further particulars taken from the last report issued by the Education Department.

It appears that there was a distinct increase during the year in the accommodation for Blind and Deaf children, and also in the numbers of children on the books. The following table gives the number of schools, the accommodation and the numbers on books, during the year ended 31st August, 1898, compared with similar particulars for the preceding year.

		Accommodation.		Number on Books.	
Year.	Number of Schools.	For Blind Children.	For Deaf Children.	Blind Children.	Deaf Children.
1898.	101	1,702	3,458	1,339	2,691.
1897.	95	1,616	3,123	1,280	2,556
Increase ...	6	86	335	59	135.

The number of Blind or Deaf children boarded out under the superintendence of Boarding-out Committees increased also from 55 to 94. The total grants paid for the year rose from £16,727 7s. 6d. to £18,027 2s. 0d.

More detailed particulars under the heads of schools, accommodation, scholars and grants are given in the tables at the end of this notice.

To quote the words of the Report,

> "The results show a continued steady increase of the provision made in special schools and institutions for these afflicted children, and although there are certain parts of the country where the supply in the immediate neighbourhood is deficient, as, for instance, in some of the eastern counties where deaf children have to be sent a considerable distance to the nearest certified school, yet, speaking generally, the supply keeps pace with the demand."

Referring to the plan of boarding-out children in homes near the certified school where they receive instruction, the Report says:

> "The system of boarding-out children in homes near the certified school where they receive instruction is extending, and is likely to extend still further, with satisfactory results. It is essential to the success of this plan that the Boarding-Out Committees should carefully supervise the arrangements and regularly visit the homes of the children. We may mention

that since the end of the period to which our Report relates we have appointed one of Your Majesty's Inspectors to visit the boarded-out blind and deaf children and inspect their homes."

The Blue Book also includes a very valuable and interesting report on the certified schools for blind and deaf children by Her Majesty's Senior Chief Inspector of schools, Mr. T. King. In it he draws attention to the class of doubly-afflicted children, viz., those, who being deprived of sight or hearing, are also defective in intellect, and urges that special provision should be made for such cases. The School Board for London, it appears, are making preparations to carry out a plan "for establishing a small institution for the defective deaf, to which all children can be removed who, after sufficient trial, prove to be incapable of education in company with those of ordinary intelligence." The number of feeble-minded blind children, however, is so small that special provision does not seem to be required.

Dealing with the accommodation for blind children, Mr. King is distinctly of opinion that the accommodation provided in certified schools is insufficient, and in this matter he appears to be somewhat at variance with the report signed by the Lord President and Vice-President of the Council. Altogether in England and Wales there is actual accommodation in certified institutions for 1,403 blind children, and accommodation for 299 more in day schools, though Mr. King does not think all the day school accommodation should be reckoned. Speaking of the number of children for whom accommodation is required, he says:—

"Assuming, however, that accommodation for 1,700 children has been provided, is this sufficient? In 1886 the Royal Commissioners reported that the number of blind children between the ages of five and fifteen was 1,710; but they expressed great doubt of the accuracy of the statistics, and gave reasons for forming a considerably higher estimate of the number. They remarked that the popular conception of "blindness" is "total blindness," and that many children were not included among the blind in the census returns because they could see enough to distinguish light from darkness, or to find their way without help. As regards education these are practically blind, and must be considered in the same category with those who are totally blind.

"The accommodation in certified schools appears therefore to be insufficient; but there are institutions that are

not certified at which a considerable number of scholars can be instructed.

"In populous places day-classes can be established without great difficulty; and where these are placed in the immediate vicinity of an efficient elementary school of the ordinary kind the blind children can receive some of their instruction in company with the seeing, and benefit considerably thereby. For rural districts an institution is the only resource, as it is impossible to collect blind children enough to form a day-class. The institutions for the blind are distributed throughout all parts of the country, so that there is no extensive district entirely remote from all means of instructing the blind."

Mr. King also deals with the difficult question of finding employment for adult pupils who have left the institutions and are trying to earn their own living, and he emphasises the point that the blind require more care and help throughout life than is the case with the educated deaf. The difficulty, as he says, is "to find suitable work that is fairly remunerative to the blind, and not commercially disastrous to the persons who undertake the sale of the goods."

The section of the Report dealing with Schools for the Blind, concludes with a notice of a Congress of Teachers of the Blind, held at Berlin in the summer of 1898, and an account is given of the care devoted to the education and training of the blind in the Kingdom of Saxony.

In his statistics of deaf children, Mr. King states that the estimated number of deaf scholars in England and Wales is about 3,200. The accommodation is reckoned at 3,458 in certified schools—viz., 1,741 in boarding institutions and 1,717 in day schools; but the available accommodation in day schools is obtained by calculating the area of the rooms used, and does not really represent the figure stated. Mr. King thinks, indeed, that the day schools can only be considered provisional; and that, though in London and in other populous places the deaf children can be collected in well-organised day schools, for other districts institutions are best adapted.

The question of the expense of providing education for these children—as pointed out at the last Annual Meeting of the Association—is a very serious one for small School Board districts, and Mr. King instances the case of one very small School Board where the expense of educating one deaf child trebled the school rate in the district.

The difficulty of the supply of accommodation may sometimes be

got over by a number of boards acting in combination, as has been done in North Staffordshire, where the School Boards for Burslem, Hanley, Longton, Norton, Stoke-upon-Trent, and Wolstanton combined in 1895, under the title of the North Staffordshire Joint School Authority, for the purposes of carrying out the requirements of the Blind and Deaf Children Act in their administrative areas. The result was the establishment of the North Stafford Joint Boards Blind and Deaf Schools, with accommodation for 27 blind and 112 deaf children. The Report speaks of the plan adopted by the North Stafford Joint School Authority as "a very carefully-considered and judicious attempt to solve the problem," and an account of the institution is given which we think is of sufficient interest to print at the end of this article.

Good teachers of the deaf—especially men teachers—are, it appears, very difficult to provide. "There are as yet," says Mr. King, "no qualifications prescribed for them, no effective means available for training them, nor any security that a well-trained teacher will find remunerative employment. A young man, after completing his course at one of the ordinary training colleges, would sacrifice his worldly prospects if he then proceeded to a good institution in order to qualify himself to become a teacher of the deaf."

One other practical point dealt with in Her Majesty's Inspector's Report, is the way in which the rule that one-third of the annual income of an institution must be raised from voluntary sources—that is, from sources other than public funds or contributions from the rates—presses unduly on some institutions. A well-endowed institution suffers no hardships; on the other hand, an institution chiefly filled with scholars sent by School Boards or Boards of Guardians, feels the difficulty keenly.

The report concludes with a well-deserved appreciation of the work of the teachers engaged in this most important work, which we feel ought to be given in full.

"Two things strike any observant visitor to a deaf school: the intensity of the affliction, and the admirable patience and devotion of the teachers. It is inexpressibly sad to see little children, who should be chattering and laughing, sitting in silence, or making strange sounds that seem hardly human: their eyes, like those of the dumb animals, speak for them, but our fellow-creatures are not dogs. And next, it is wonderful to see how the teachers with unceasing perseverance, after years of work, six, seven, or eight at the least, strive to give these children the powers of speech. The kind of speech, oral or manual, is in this point of view of less importance, for it is not

so much the mechanical expression of the child's notions as the power of expressing them at all that is the great acquisition. This faculty they do acquire, and a surprising store of useful information also, and all through the inexhaustible patience and devotion of their teachers."

The appendices to the report contain :—

(1) Tables of statistics respecting certified schools, their scholars and the grants.

(2) Lists of certified schools with statistical details for each school.

(3) The building rules for certified schools, and a list of the subjects of manual instruction or industrial training which have been accepted by the Department.

We print in the following pages (1) the tables of statistics respecting certified schools, their scholars, and the grants * ; and (2) an account of the North Staffordshire Blind and Deaf School.

Certified Blind and Deaf Schools Inspected during the Year ended 31st August, 1898.

SCHOOLS FOR THE BLIND.

Table I.—Schools and Accommodation.

	Number of Schools.			Accommodation.						
				Day Scholars.			Boarders.			Total Accommodation.
	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	
Boarding Institutions	3	20	23	—	10	10	218	1,175	1,393	1,403
Day Schools ...	17	—	17	299	—	299	—	—	—	299
Totals ...	20	20	40	299	10	309	218	1,175	1,393	1,702

* See Note, page 76.

TABLE II.—SCHOLARS.

	Number examined, or whose Work was submitted to Her Majesty's Inspector.								Number.					
	Under 10 Years of Age.		Between 10 and 13 Years of Age.		Between 13 and 16 Years of Age.		Total.		On Books at Date of Inspection.		Present at Inspection.		Boarded out under the Superintendence of Boarding-out Committees.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Boarding Institutions.	137	121	186	152	301	192	624	465	612	490	603	484	-	-
Day Schools -	47	53	59	47	33	36	139	136	117	120	110	122	3	5
Totals - -	184	174	245	199	334	228	763	601	729	610	718	606	3	5

TABLE III.—GRANTS.

	Amount.								Average per Head.								
	Elementary Instruction.			Manual Instruction.			Total.			Elementary Instruction.			Manual Instruction.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Boarding Institutions	2,729	4	3	1,819	2	6	4,548	6	9	2	10	1¼	1	13	5½	4	3	6¼
Day Schools - -	614	5	0	405	13	0	1,019	18	0	2	6	8½	1	11	5¼	3	142	
Totals - -	3,343	9	3	2,224	15	6	5,568	4	9	2	9	5½	1	13	0¼	4	1	7¾

SCHOOLS FOR THE DEAF.

TABLE I.—SCHOOLS AND ACCOMMODATION.

	Number of Schools.			Accommodation.						Total accommodation.
				Day Scholars.			Boarders.			
	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	
Boarding Institutions	2	14	16	—	22	22	143	1,576	1,719	1,741
Day Schools ...	44	1	45	1645	72	1717	—	—	—	1,717
Totals ...	46	15	61	1645	94	1739	143	1,576	1,719	3,458

TABLE II.—SCHOLARS.

	Number examined, or whose Work was submitted to Her Majesty's Inspector.								Number.					
	Under 10 Years of Age.		Between 10 and 13 Years of Age.		Between 13 and 16 Years of Age.		Total.		On Books at Date of Inspection.		Present at Inspection.		Boarded out under the Superintendence of Boarding-out Committees.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Boarding Institutions.	217	151	327	241	437	295	981	687	899	668	893	659	-	-
Day Schools	247	145	212	178	208	221	667	539	623	501	591	496	53	33
Totals	464	296	539	414	645	516	1,648	1,226	1,522	1,169	1,484	1,155	53	33

TABLE III.—GRANTS.

	Amount.			Average per Head.		
	Elementary Instruction.	Manual Instruction.	Total.	Elementary Instruction.	Manual Instruction.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Boarding Institutions.	4,384 10 9	2,923 0 6	7,307 11 3	2 12 6¾	1 15 0½	4 7 7¼
Day Schools - -	3,093 6 0	2,058 0 0	5,151 6 0	2 11 3½	1 14 1½	4 5 5
Totals - -	7,477 16 9	4,981 0 6	12,458 17 3	2 12 0¼	1 14 7¾	4 6 8¼

NORTH STAFFORDSHIRE BLIND AND DEAF SCHOOL.

"The Elementary Education (Blind and Deaf Children) Act, 1893, imposes on all school authorities, as defined in Section 4 of the Act, the responsibility for the education of 'blind and deaf children resident in their district, for whose elementary education efficient and suitable provision is not otherwise made.' Section 2 (1).

"For the purpose of carrying out the requirements of the Act in their administrative areas, the School Boards for Burslem, Hanley, Longton, Norton, Stoke-upon-Trent, and Wolstanton combined, Section 5 (2) in 1895, under the title of the North Stafford Joint School Authority.

"Very careful and exhaustive enquiries were made as to the respective educational advantages of day classes and residential

institutions; and the opinions and experience of experts were so overwhelmingly in favour of institutions as securing the best possible results, that the authority decided upon providing the institution now under notice. Among the reasons which led to this conclusion, the following carried great force:—

1. Removing the children from unfavourable home surroundings.
2. Avoiding the danger of the streets in going to and from school.
3. Regular attendance at school.
4. Suitable diet, and systematic habits of living.
5. The educational surroundings of the children at all times.
6. The society of teachers in sympathy with their peculiarities.
7. The better grading of the children, owing to increased numbers for instructional purposes.
8. The better provision for physical and manual training.

"The deaf department contains a well-appointed schoolroom—with a large central hall, surrounded by class-rooms; a cookery room; sewing room; bright airy day-rooms for the pupils when out of school; lavatories and baths with hot and cold water always available; adequate play-grounds; and a large field. The sleeping accommodation is ample. The dormitories, of which there are five, each with about twenty beds, are well heated and ventilated. A teacher is in responsible charge of each at night.

"The blind department is quite a separate wing; and in its appointments quite apart from the deaf, save in the instance of the dining hall. The deaf and the blind meet only at meals. This department includes class-rooms, lavatories, and dormitories; all of them bright, airy, and healthy apartments. Similar provision for supervision at night exists for the blind as for the deaf.

"The school-rooms have been furnished to meet the peculiar educational necessities of the deaf and the blind. They are supplied with appliances and apparatus required in their instruction. The class-room principle has been adopted throughout; and the teaching will be given by qualified teachers who have had experience with the blind and deaf. Deaf pupils will be given every opportunity of being *orally* taught. Those who after ample trial show no aptitude for speech and lip reading will be dealt with as is best for their progress in thought development, and its expression in language. Blind pupils will use the Braille system of writing. A supply of models and requisites for teaching has been obtained. Promising blind pupils will be taught music; and the whole, singing.

"Manual training will receive careful attention. A workshop for woodwork has been provided. Kindergarten will form the

basis of manual training for all the pupils. The other occupations of the deaf will include clay-modelling, carpentry, wood-turning, cookery, knitting, needlework, etc. Those of the blind—chair-caning, modelling, basket making, etc.

"Physical training in view of the frequent defective physique and feeble constitution of the blind and deaf is very important, and will receive special attention. Apparatus for gymnastics, together with a quantity of requisites for physical exercises, have been provided. Every pupil, blind or deaf, will receive regular lessons given by competent instructors.

"Code drawing will be taught to the deaf; and sewing and knitting, as code, to the girls.

"The health of the pupils is carefully watched and attended. A hospital, with accommodation for a nurse, provides for cases of illness. The institution has a medical officer.

"The North Stafford Joint School authority is prepared to receive application from school authorities, outside the administrative areas of the six constituent boards, for the admission of either blind or deaf children, for whose education they are, under the Act of 1893, responsible."

NOTE.—Looking at the figures given in the tables it will be seen that the number of scholars examined, or whose work was submitted to Her Majesty's Inspector, is in excess (except in the case of blind girls) of the number "present at inspection," and even of that of the scholars "on books at date of inspection."

This circumstance is no doubt due to the work of scholars who have left the institutions (in most cases on attaining the age of sixteen) being presented to the Inspector, and it to that extent explains the further fact that the "number examined, or whose work was submitted to the Inspector," is considerably greater in the case of scholars between thirteen and sixteen than in that of those either between ten and thirteen or under ten. Deducting, however, from the former the entire excess of the number who (or whose work) were examined by the Inspector over those on the rolls of the Institutions the balance so largely exceeds the total in either of the other two categories as to indicate that the application of the Act to afflicted children on their attaining the statutory age is still carried out only very imperfectly. It is true that in some instances the affliction does not commence till after the statutory age, but the number of such cases is probably not greater than that of the children who die under sixteen—with the result that if the Act were fully carried out the number of children in each of the age categories should be approximately equal.

The London University Matriculation List.

JUNE, 1899.

THE classified list of the Matriculation Examination held in June last has just been issued, and it is very pleasant to notice the numerous successes of teachers and scholars connected with primary schools. Taking the Training Colleges, the Pupil Teachers' Centres, and the Higher Grade Board Schools, we get the following excellent result:—

	Honours.	First Classes.	Second Classes.
Training Colleges ...	2	120	31
Pupil Teachers' Centres	—	50	15
Higher Grade Schools...	1	35	20
Totals	3	205	66

The whole list contained 21 in the Honours Division, 768 in the First Class, and 502 in the Second Class, so that the Training Colleges, the Pupil Teachers' Centres, and the Higher Grade Schools were responsible for 14 per cent. of the passes in Honours, 27 per cent. of the First Classes, and 13 per cent. of the Second Classes. Borough Road and St. Mark's, Chelsea Training Colleges are represented in the Honours Division, as also is the Sheffield Higher Grade Board School.

An analysis of the results obtained by Training Colleges brings out the fact that the Borough Road College has done remarkably well: its successes including 1 Honours, 32 First Classes, and 2 Second Classes. St. Mark's, Chelsea, with 1 Honours, 16 First Classes and 4 Second Classes, Battersea with 15 First Classes, and 4 Second Classes, Stockwell with 12 Firsts and 5 Seconds, and Tottenham with 10 Firsts have also done creditably. A complete list of the successes obtained by the Training Colleges is given below. It should be noted that in addition to these there are doubtless many successes obtained by teachers in Day Training Colleges, which the information at our disposal does not enable us to identify.

TRAINING COLLEGES.

	Honours.	First Classes.	Second Classes.
Battersea	—	15	4
Bishop's Stortford ...	—	1	—
Borough Road	1	32	2

TRAINING COLLEGES—*continued.*

	Honours.	First Classes.	Second Classes.
Brighton...	— ...	1 ...	—
Cheltenham	— ...	7 ...	4
Chester	— ...	2 ...	—
Darlington	— ...	1 ...	—
Exeter	— ...	1 ...	—
Home and Colonial ...	— ...	1 ...	1
Homerton, New ...	— ...	2 ...	3
Liverpool, Mt. Pleasant	— ...	2 ...	—
Ripon	— ...	1 ...	2
St. Mark's, Chelsea ...	1 ...	16 ...	4
Saltley	— ...	2 ..	—
Stockwell	— ...	12 ...	5
Tottenham	— ...	10 ...	—
Westminster	— ...	8 ...	3
Whitelands	— ...	4 ...	2
Winchester	— ...	2 ...	1
	—	—	—
Totals ...	2 ...	120 ...	31

If we examine the results obtained by candidates from Pupil Teachers' Centres, we find London easily heading the list, as might be expected, with 24 First Classes and 7 Second Classes. Other centres which have done well are Brighton, Halifax, Middlesborough, Newcastle, Nottingham, and Sunderland. A complete list is given below.

PUPIL TEACHERS' CENTRES.

	First Classes.	Second Classes.
London	24 ...	7
Barrow	— ...	1
Bolton	1 ...	—
Brighton	3 ...	1
Bristol	1 ...	—
Cardiff	— ...	1
Croydon	1 ...	—
Darlington...	1 ...	—
Halifax	6 ...	—
Liverpool	1 ...	—
Middlesborough	2 ...	—
Newcastle-on-Tyne	2 ...	2
Nottingham	2 ...	—
Pontypool	— ...	1
Rhondda	1 ...	—
Rochdale	1 ...	—

PUPIL TEACHERS' CENTRES—*continued.*

	First Classes.	Second Classes.
Shipley	1	—
Stockton-on-Tees	—	2
Sunderland	3	—
	—	—
Totals	50	15

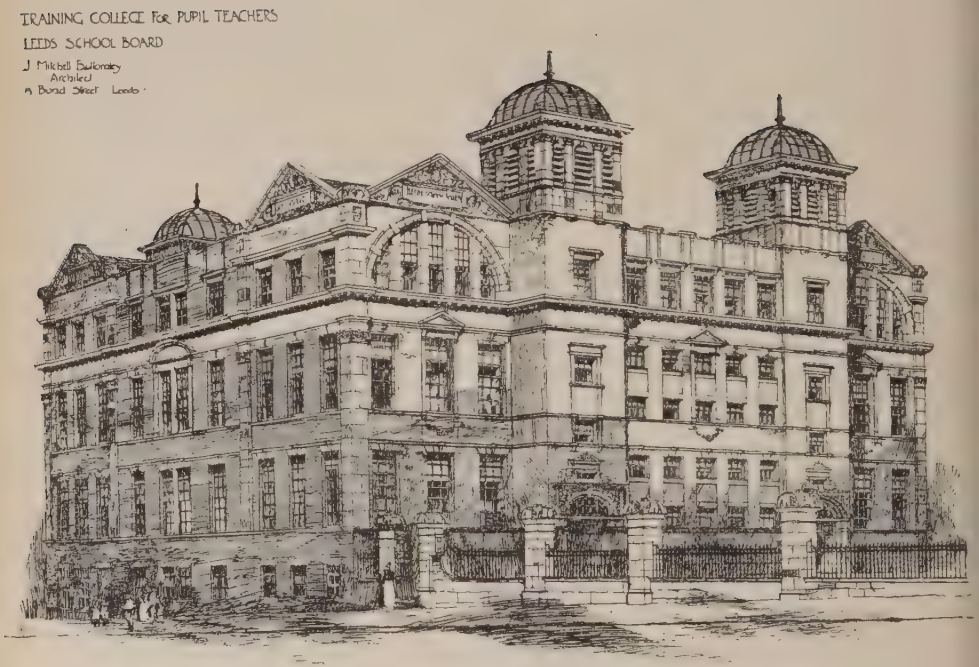
The Leeds Central Higher Grade Board School carries off no fewer than twelve First Classes and four Second Classes, and Cardiff has done admirably with its six First Classes and six Second Classes. Brighton, Bristol, Halifax, Huddersfield, Manchester, Nottingham, Norwich, Sheffield, Sunderland, and Swansea also obtain successes. A complete list is given below.

HIGHER GRADE BOARD SCHOOLS.

	Honours.	First Classes.	Second Classes.
Brighton, York Place	—	1	3
Bristol, St. George's	—	2	—
Cardiff	—	6	6
Grimsby	—	1	—
Halifax	—	2	1
Huddersfield	—	2	2
Leeds, Central	—	12	4
Manchester, Central	—	2	—
Nottingham, People's College ...	—	2	3
Norwich, Duke Street	—	1	—
Sheffield, Central	1	1	—
Sunderland, Bede Higher Grade	—	2	1
Swansea, Higher Grade... ...	—	1	—
	—	—	—
Totals	1	35	20

Care has been taken to make the analysis of the list as complete as possible, but the descriptions of the schools, etc., given in the list are sometimes rather meagre, and thus it is possible that some slight inaccuracies may inadvertently have crept in.

These successes at the London University are all the more remarkable when it is remembered that some of the largest Pupil Teachers' centres, being situated in districts in which local University Colleges have been founded, prepare their students for such Colleges rather than for the London University.



LEEDS PUPIL TEACHERS' COLLEGE.

Leeds Pupil Teachers' College.

WE give an illustration on the opposite page of the building in course of erection by the Leeds School Board. The site adjoins the Central Higher Grade School, and has cost £18,500. The buildings and fittings are estimated to cost £31,200. It has been fully recognised by the Board that the higher training of Pupil Teachers is an absolute necessity in view of growing educational requirements. All Pupil Teachers are pupils in reality as well as in name—*i.e.*, they are pupils half-days and teachers half-days, so that they are undergoing their professional training at the same time that their own intellectual life is being quickened, and they are acquiring ampler views of education than was possible on the old system. Pupil Teachers from both the Board and Voluntary Schools of the City receive instruction, as well as a number from surrounding villages who have no adequate means of preparation for professional life apart from a great central system ; hence the building of a College specially set apart for the purpose.

It has been felt that to be most effective, such a College should be close to the Central Higher Grade School, in order that some portion of the work of that School in its advanced departments may be dove-tailed, so to speak, into the training of the most promising pupils for the profession of teaching. The site, therefore, has been bought adjoining the Higher Grade School, and when the building is finished the Pupil Teachers' College and Higher Grade School will practically form one establishment, an open space being left between the two great buildings which will be valuable for the recreation of the scholars and, as far as needed, for the Pupil Teachers.

The designs for the new building have been prepared by Mr. J. M. Bottomley, Architect, of Leeds. The exterior is plain, harmonising to some extent with the Higher Grade School. The basement will be utilised for workshops, in which there will be carried on hand and eye training, the manipulation of wood and iron, and that industrial training which is so necessary in a great commercial centre. On the ground floor and the first floor, provision will be made for Pupil Teachers' training in a series of class-rooms communicating with a central hall. Here the half-day instruction will be conducted, and on Saturday mornings the Pupil Teachers of all years will be present. The top storey of the building is to be organised specially for the

training of Teachers in Drawing. The Art Instruction of Pupil Teachers and Assistants will be given here chiefly in the evenings and on Saturday mornings, under the direction of the Board's Art Master. It is thus hoped to provide a complete outfit for the training of Teachers in the important subject of Drawing. Between 500 and 600 Pupil Teachers are now receiving instruction under the system of the Leeds Board, and this number will increase with the growth of the City.

The admission of outside Pupil Teachers is governed by the following resolution :—

> "Pupil Teachers in Denominational Schools shall be admitted to the Board's Classes for instruction of Pupil Teachers, subject to the annual payment by the Managers of £2 per Teacher, and subject also to the fulfilment of such conditions as the Board may from time to time impose."

Half-timers: The New Act of Parliament.

BELOW is given the text of the new Act of Parliament raising the age for half-time employment from eleven to twelve years. We have already expressed to Mr. W. S. Robson, Q.C., M.P., the thanks of the School Boards for the zeal and devotion he displayed in successfully piloting this measure through Parliament. The provisions of the Act come into force on the 1st of January next, and where it affects the wording of existing Bye-laws of School Boards or School Attendance Authorities it would be well for such authorities to put in red ink on the face of the bye-laws an intimation drawing attention to the alteration in the age of half-timers employed in labour. The following is an example of such an intimation:—

> "In such of these Bye-Laws as provide for the total or partial exemption of children from the obligation to attend school, the age of *twelve* years is, by the operation of 'The Elementary Education (School Attendance) Act, 1899,' substituted for the age of *ten*, or for any age lower than *twelve*."

[62 & 63 VICT.] *Elementary Education (School Attendance) Act (1893) Amendment Act*, 1899. [CH. 13.]

CHAPTER 13.

An Act to amend the Law respecting the Employment and Education of Young Children. [13th July, 1899.] A.D. 1899.

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

Amendment of 56 & 57 Vict. c. 51.

1. On and after the first day of January one thousand nine hundred the Elementary Education (School Attendance) Act, 1893, shall have effect as if "twelve" were substituted therein for "eleven."

Provided that nothing in this Act shall apply in the case of any child who at the said date is, under the bye-laws then in force in the school district in which he resides, exempt, wholly or partially, as the case may be, from the obligation to attend school.

Provided also that the local authority for any district may, by bye-law for any parish within their district, fix thirteen years as the minimum age for exemption from school attendance in the case of children to be employed in agriculture, and that in such parish such children over eleven and under thirteen years of age who have passed the standard fixed for partial exemption from school attendance by the bye-laws of the local authority shall not be required to attend school more than two hundred and fifty times in any year.

Such bye-law shall have effect as a bye-law made under section seventy-four of the Elementary Education Act, 1870, and all Acts amending the same.

The local authority shall be the local authority fixed by section seven of the Elementary Education Act, 1876.

Provided also that a child shall be entitled to obtain partial exemption from school attendance on attaining the age of twelve years if such child has made three hundred attendances in not more than two schools during each year for five preceding years whether consecutive or not.

2. This Act may be cited as the Elementary Education (School Attendance) Act (1893) Amendment Act, 1899, and shall be read with the Elementary Education Acts, 1870 to 1897.

School Planning.

VII.—The Public Elementary School.

Lighting, Warming, and Ventilation.

HAVING dealt with the basement and playgrounds of the school, we will now proceed to give some information of a general character on important matters of detail, to which special attention should be paid in the provision of the building, and for the purposes of this and the following chapter, it will be assumed that the School is one of two storeys, having one central hall for each department.

Lighting.—The lighting of the School, particularly in the class-rooms, is a matter of supreme importance. From the result of exhaustive enquiries which have been made, particularly in Germany, it has been amply demonstrated that badly lighted school-rooms have a most damaging effect on the eyesight of children. Since 1870, considerable advances have been made in the lighting of schools in this country, and there has been a great increase in the amount of recognition given to the benefit to be derived from an ample provision of light. The abominable arrangement, still to be found in too many of the schools of older date, by which the windows are made of thick rolled glass, of a semi-opaque kind, and which in time becomes discoloured and assumes a dirty yellow surface, is in the case of new schools no longer tolerated. These windows shut out a great proportion of light, and give the rooms a dim and foggy appearance. The view of the sky, and any pleasant surroundings the school may possess, are completely screened from the sight of the children.

Many of the early Board Schools had of necessity to be erected in the centres of towns, and the sites were frequently too small, and surrounded by lofty buildings, which made the problem of providing good lighting a great architectural difficulty. Most of the schools now to be provided are likely to be possessed of better surroundings, being built to supply the deficiencies arising through the increase of population in the suburbs of the towns where it is possible to secure ample sites, affording a comparatively free hand for the provision of good light for the buildings. When the most has to be made of defective light, either for basements or for rooms looking into narrow spaces, some wonderful improvements may be secured by using *Luxfer Prisms*. The value of this invention for improving the refraction of light, and dispelling the darkness of badly-lighted rooms, is one that is fully

recognized by all who have seen the remarkable results that have been obtained. The prisms, which are of glass, are inserted in the window frame, are perfectly glazed, and so arranged as to deflect the rays of light in the direction required. For deck-lights and lights fixed in the floors of corridors, etc., these prisms are equally effective.

Assuming that there are no difficulties as to the supply of light, we will now proceed to consider its provision by means of windows.

(*a*) DIRECTION OF THE LIGHT.—This should be so arranged, if possible, that the dominant light shall fall on the left of the child sitting at the desk. When left light cannot be obtained, that from the right is next to be preferred. Light should not fall directly in the eyes of the teachers or children.

Assuming a class-room to be at least 14 feet high (it would be better if 15), no child should be placed at a greater distance than 22 feet from the windows. (The Education Department's limit of 24 feet is thought to be too great by many experts.) There should be no dark corners in the room.

(*b*) WINDOWS.—The window space of a class-room should equal about 24 per cent. of the floor space ; and there should be at least 30 square inches of glass in the windows for each foot of floor area, or 300 square inches of glass for each child accommodated. Speaking generally, it may be laid down as a safe rule that a class-room 25 feet by 24 feet, with four windows each 11 feet high and 3 feet 3 inches wide, will give sufficient light. The windows should be carried to the ceiling. There should be no wall space above the top of the window ; such a space induces the retention of foul air in the room. The height of the sill of the window must be four feet from the floor. Portions of the window should be made to open at the top and bottom. The upper part, for two feet down, should form a fan-light above the transom bar, hinged to the latter, and so made to lower horizontally for facilitating inside cleaning ; and below this bar there should be two ordinary sashes, working with cords, pulleys, and weights, let into side casings. Assuming that the whole window, including top fan-lights, is divided into six panes of glass, a portion of one of the bottom panes should form a hopper-ventilator, made of a framed sheet of glass, hinged at bottom, with glazed quadrant ends to prevent side draughts—the whole fixed in an iron frame and made to open into the room at an inclination of 45° ; the object of the hopper being to secure, when open, the admission into the room of an up-current of fresh air. The height of the hopper would be about two feet, and the width would be the width of the pane of glass into which it

is fixed—say 18 inches. All class-room windows should be of clear sheet glass, 21 ounces to the superficial foot. Polished plate-glass, of course, is still better, but more expensive. In central halls, the interior appearance may be much improved by the insertion of leaded lights in the windows ; the expense is not excessive, the cost of filling the large windows being about 2s. 6d. per square foot. In Board Schools, the armorial bearings of the town are sometimes inserted in one of the windows. Seeing that the buildings are the property of the town, this kind of decoration is most appropriate. The expense of the insertion of the coat-of-arms in one of the windows need not be more than £4 or £5.

(*c*) Gas Lighting.—For artificial light, gas is generally used, though with the rapid reduction in the cost of the electric light there will, no doubt, be an increase in the use of this latter mode of lighting schools—greatly to the benefit of the health of the children and the teachers and to the cleanliness of the walls and ceilings.

Pendants should, as a rule, follow the line of windows, and where necessary be supplemented by side brackets fixed on the walls. Pendants should be 6 feet 9 inches from floor. They are generally made of wrought iron, and must be strong and durable in all their parts, particularly in the ball joints. Approved patterns ought in all cases to be carefully selected. All the halls, passages, staircases, etc., must be well lighted. Lamps in playgrounds to be glazed and protected from damage. The economy and efficiency of gas lighting greatly depends on the kind of burner used. Fish-tail burners, consuming four or five feet per hour, are good, except for corridors, etc., where in some cases three feet burners are sufficient. The fish-tail burner has the advantage of making a hissing sound when there is a greater pressure of gas than the burner is intended for. In the halls and elsewhere where the pendants are out of arm's length there must be conveniently arranged taps for turning off and on, placed out of the reach of the children. All gas should be turned off at the meter when the supply is not in use, and it should be the duty of the caretaker to record frequent readings of the meter.

Gas meters must be officially tested by the authority supplying the gas. Meters are either wet or dry. Wet meters are the most reliable to check the consumption ; but the dry meter is less likely to get out of order, and is the best adapted for general use—its accuracy is sufficient.

The following particulars are given of sizes of dry gas meters, calculated on the basis of passing 5 feet per hour for each burner :—

Size.	Capacity per hour.	Outside Dimensions.			Diameter of Inlet and Outlet.	Distance from centre to centre of Inlet and Outlet.
		Height including Unions.	Breadth.	Depth (Back to Front).		
	Cubic feet.	Inches.	Inches.	Inches.	Inches.	Inches.
20 light	120	$23\frac{1}{4}$	19	$13\frac{1}{2}$	$1\frac{1}{4}$	$16\frac{1}{2}$
30 ,,	180	26	$21\frac{1}{4}$	$15\frac{1}{2}$	$1\frac{3}{8}$	19
50 ,,	300	$31\frac{1}{4}$	25	19	$1\frac{1}{2}$	$22\frac{1}{2}$
60 ,,	360	$33\frac{1}{2}$	$27\frac{1}{2}$	$20\frac{3}{4}$	$1\frac{3}{4}$	$24\frac{1}{2}$
80 ,,	480	$38\frac{1}{4}$	31	$22\frac{1}{2}$	2	$27\frac{3}{4}$
100 ,,	600	41	$32\frac{1}{4}$	$23\frac{1}{2}$	2	$28\frac{1}{2}$
150 ,,	900	50	40	$29\frac{1}{2}$	3	Unions at side.
200 ,,	1,200	$55\frac{1}{4}$	$42\frac{1}{2}$	$32\frac{1}{2}$	$3\frac{1}{2}$	
250 ,,	1,500	$55\frac{1}{2}$	$45\frac{1}{2}$	$32\frac{1}{2}$	$3\frac{1}{2}$	
300 ,,	1,800	62	48	37	4	
400 ,,	2,400	70	52	40	4	Flanges at side.
500 ,,	3,000	73	58	46	5	
600 ,,	3,600	74	61	47	5	
800 ,,	4,800	83	63	49	6	
1,000 ,,	6,000	86	66	51	8	

Where gas is used for teaching cookery in a room with a wooden floor the stove should stand on a flag or iron-lined wooden platform, so as to slightly raise the stove from the floor. In some cases this stand or small platform forms a trolley with wheels, by means of which the stove may be moved when not in use. In all cases of gas stoves there must be attached an iron pipe connected with a flue or aperture in the wall to carry off the fumes. The supply of gas should reach the stove by means of an iron pipe with stop tap. Sometimes an indiarubber pipe is used, but this is a most dangerous arrangement, and should not be allowed.

Warming and Ventilation.

(*a*) *Methods of Warming.*—Various methods are adopted for warming schoolrooms. Open fireplaces, stoves, hot-water pipes at high and low pressure, radiation, and hot air. Even if supplemented by pipes, the open fireplace has many advantages. It is a great aid to the ventilation; indeed, it is contended by many authorities that perfect ventilation cannot be obtained without it. An efficient and economical form is obtained by Leamington bars fixed with fire-brick backs and glazed sides to fireplace, which should project from an angle of the class-room, the position in which it is least in the way, and also the one from which it

can be best seen by the children. The fireplace may project about 2 ft. 6 in. from the corner of the room, the length across the front being 4 ft. 3 in., the chimney-piece being of brick or stone-work. The inside width of the chimney should be 14 in. × 9 in. All internal brickwork to be flush-pointed and rubbed.

(*b*) *Fire-guards.*—Each fireplace must have its guard securely hooked at top into stanchions let into sides of the wall. These fire-guards are generally made of wrought iron, and are of a simple ornamental design, three feet high, with a projection from fireplace of about 1 ft. 6 in. The cost of well-made wrought-iron fire-guards is about £1 15s. each where a quantity is supplied.

When the heating is by means of hot water the low pressure system is recommended, the pipes being placed round the various rooms just above the floor-level. With well-constructed fire-places, however, a warmth of 60° may be continuously maintained in a class-room. All class-rooms should be supplied with a thermometer hung near the door. Stoves, except in temporary iron buildings, and heating by steam, are not desirable means of warming schoolrooms.

VENTILATION.—In connection with this much discussed subject it is hardly possible to do justice to all the various methods in vogue. The object of all ventilation is to secure a healthy internal atmosphere both in summer and winter. The wholesome character of the outside air of a building depends upon the situation of the site, the openness of its character, its freedom from noxious fumes and gases arising from manufacturing processes or polluted water which may be carried to the vicinity of the premises by prevailing winds. Buildings facing east and west in damp localities have the advantage of their walls and playgrounds being most exposed to the sun. There are, however, other reasons in the case of schools which make a southern frontage desirable. Windows which will open and a fire-place in each class-room will do much to provide sweetness and freshness for the premises. The general adoption in all the best schools of the central hall system of planning is a great aid to ventilation, the halls forming vast reservoirs of fresh air, which constantly supply the class-rooms. The windows and fire-places must, of course, be supplemented by fresh-air flues and extractors. In halls, particularly, the most should be made of roof ventilation—those on the upper floor are easier to ventilate than those on the ground floor hall—here there must be 9 in. × 9 in. flues let into chimney-stacks when possible, or connected with roof ventilation by means of tubes. In the partitions between the class-rooms and hall, and in the corridors, there should be

hinged fanlights near ceiling, and these fan-lights should be made to open by means of cords.

Generally it may be stated that upon the constant flow of fresh air into the various rooms, and the speedy escape of foul air, will depend the healthy character of the school. About 3,000 feet of fresh air is required each hour by an adult, and it is calculated that children need two-thirds the amount of fresh air required by a fully grown person. In an hour one foot of burning gas vitiates 1,800 feet of fresh air, and three feet of gas nearly equals the needs of two men. A good standard for the purity of outside air is 20·96 per cent. of oxygen, and not over ·04 per cent of carbonic acid or CO_2. The nearer the air of the schoolroom approximates to this standard, the closer it will approach to a healthy condition for the children and teachers.

The state of the air in schools should be periodically tested by simple scientific means. In a future article descriptions will be given of some of the more generally used systems of mechanical ventilation.

(*To be continued.*)

Temporary School Buildings.

THE use of corrugated iron erections to supply temporary school accommodation has so many advantages over the hiring of ordinary schools, that it is becoming more and more the practice of School Boards to adopt this means of provision in cases where it is desirable to provide temporary school accommodation, prior to the erection of permanent schools, and it has been thought that some particulars of such temporary expedients to meet the needs of school accommodation, would not be without interest to the readers of *The School Board Gazette.*

The whole of the interior of the building (except doors and windows) should be lined throughout with ¾ in. planed, tongued and grooved and V jointed white pine boarding, and between the boarding and the iron sheeting there should be fixed a layer of patent inodorous felt.

The accompanying plan of a temporary iron school, together with the specification which follows, will give all the information that is needed in the case. It is desirable, however, to mention the fact that as such erections will, in many cases, after serving the needs of one district of the town, be useful elsewhere, the framing of the building should be made in sections, which can be bolted together and easily taken down for refixing. It has been ascertained by experience, that in large manufacturing towns, where the atmosphere is often charged with chemical impurities, such a building will last about 10 years, but in the country, where the conditions are more favourable, the life of a building of this kind would be greatly prolonged. The exterior of the building, including all sheeting, should be frequently painted with coats of best lead and oil paint, in order to preserve it. (NOTE.—The specification here given does not provide for the painting of the whole of the exterior.)

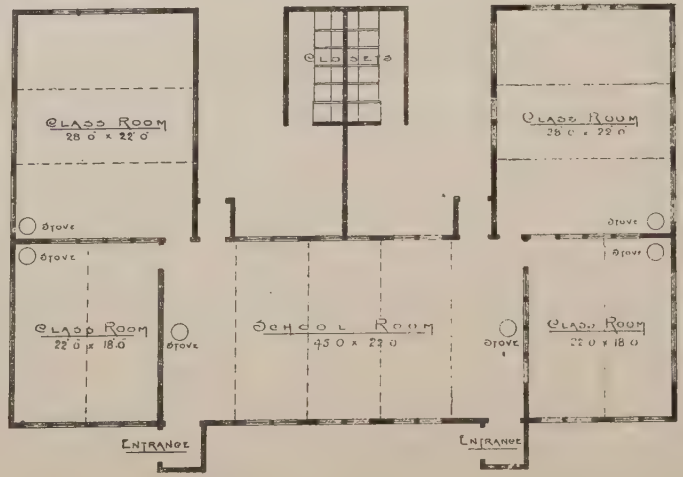
The Education Department has recently sanctioned loans repayable in ten years, for the provision of temporary school accommodation of this kind. A portion of the site for the permanent school may conveniently be used for the temporary school, but even where land has to be specially hired for the purpose of the iron school, it will not be found that the cost of the iron school will exceed what would have to be paid for similar accommodation in premises hired by the Board, even if such premises could be found in a convenient situation. In the cases of hired premises, difficulties frequently arise as to the adjustment of the cost of fuel, light, and cleaning. Boards using their own hired temporary premises have no such difficulties.

FRONT ELEVATION

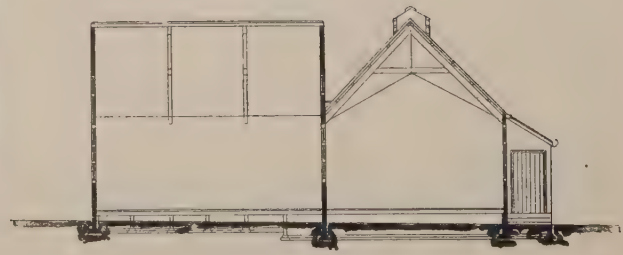
SIDE ELEVATION

PLAN FOR TEMPORARY

IRON SCHOOL



PLAN



SECTION

TEMPORARY IRON SCHOOL.

STOKE ON TRENT
PUBLIC
LIBRARIES

Many Boards have also found it convenient to erect temporary iron buildings to supply rooms for Manual Instruction. The building shown in the accompanying plan provides accommodation for 315 children, the accommodation being reckoned at 10 sq. ft. per child, except in the case of one classroom, 28 ft. 0 in. by 22 ft. 0 in., which being intended for infants, is reckoned at 8 sq. ft. The building is erected on a site containing ¼ acre, and cost £769. The cost in this case was increased by the unusual amount of brick work required in connection with the foundations; on a level site it would not have been more than £700.

SPECIFICATION FOR TEMPORARY IRON SCHOOL.

General. The Board do not bind themselves to accept the lowest or any tender.

All material is to be delivered on the site free of charge.

All rubbish and superfluous earth from trenches and stripping and drains is to be carted away as it accumulates, and on completion.

The builder will be responsible for all labour and materials during the progress of the work.

Give all requisite notices to the Corporation.

Pay all Corporation charges for drainage, streets, and water.

Provide and fix all necessary scaffolding, water, and hoarding.

Excavating. Do all necessary excavating for wall trenches, drains, and water piping, and fill in and well ram after same.

Drains. Provide and lay 4 in. and 6 in. drains, as shewn on plan, of round earthenware socketted salt glazed drain pipes with cement joints and all necessary bends, junctions, grids, eyes, traps, gullies, and connect with vent pipe and also with 18 in. main drain in —— street about 16 feet deep complete.

Levelling. Strip off and level the whole of the surface of the site for a depth of 6 in.

Bricks. All sleeper walls are to be 4½ in. thick, and outside walls 9 in. thick, and are to be built of good hard-burnt common bricks with two courses of footings with all necessary air grids and openings under floor, and the top course of each wall is to have two good coats of pitch and tar laid on hot.

The footings in all cases are to be of an average depth of 1 ft. 6 in. below the present surface of the site.

Steps. Provide and fix nine 12 in. × 4 in. stone steps to Entrances to Porches with stock brick risers, and including for forming slope to steps.

Provide and lay 4 in. bed of Portland cement concrete to porches and closets bottoming 6 to 1, topping 2 to 1, cement and granite spar finished smooth, also form channel with rounded ends in each set of closets, and all necessary filling up required for same with broken bricks.

The whole of the framing is to be bolted together in sections so as to be easily taken down for refixing.

All timber is to be the best of its kind free from all defects.

All outside and sleeper walls to have $4\frac{1}{2}$ in. × $1\frac{1}{2}$ wood bearers.

The material for the frame work is to be spruce, $4\frac{1}{2}$ in. × 3 in. wallplates, door studs, gable rafters, cross rails, and window sills.

1 in. T. and G. floorboards, $5\frac{1}{2}$ × 3 in. joists, 16 in. centre to centre, and laid on sleeper walls.

9 in. × 3 in. principal backs and collar secured with 2 in. × $\frac{1}{4}$ in. wrought-iron straps, 2 feet long on each side, and each end bolted through with $\frac{1}{2}$ in. bolts and nuts, $4\frac{1}{2}$ in. × 3 in. purlins set on edge with $\frac{3}{4}$ in. angle irons on principal backs, bolted through principal backs and purlins with nuts and washers, and $\frac{3}{4}$ in. king rods and tie rods bolted through principals with nuts and washers complete as per section. The tie rods are to go through foot of principal backs on proper rake.

The whole of the interior of the building (except doors and windows) to be lined throughout with $\frac{3}{4}$ in. planed T. G. and V. jointed white pine boarding.

The roofs and sides of school, porches, and closets, are to be covered with galvanized corrugated iron sheeting No. 22 B. W. gauge with requisite rivets, nails, indiarubber washers, and ridge capping.

Provide and fix all necessary $4\frac{1}{2}$ in. O.G. gutter to all eaves with outlets, mitres, returns, stop ends, and $3\frac{1}{2}$ cast-iron down-pipes, and bends and shoes complete.

Provide and fix lead gutter of 6 lbs. milled lead between class-rooms at each end of building with all necessary drips and connections to spit on adjoining roof, and provide and fix 1 in. rough boarding with all necessary bearers for same.

A layer of patent inodorous felt to be fixed between the boarding and iron sheeting throughout.

Four entrance doors in porches each 7 ft. × 4 ft., $2\frac{1}{4}$ in. thick framed and filled in outside, and moulded to form four panel doors inside with 10 in. plate locks with keys to pass, and approved strong iron thumb-latches complete. Each door is to be hung with three 5 in. wrought butts and screws.

Ten internal doors, viz., four 7 ft. × 4 ft., and six 7 ft. × 3 ft.,

each 2 in. thick, four panels moulded both sides, upper panels prepared for glass and with glazing beads, each door to be hung with three 5 in. wrought butts and screws, and provide and fix an approved iron thumb-latch on each door complete.

Windows. All windows and fanlights to be square headed and as shewn on plan $1\frac{7}{8}$ in. thick, when finished four feet from floor to glass, fanlights and lower portion of windows fixed sheets, upper portion of window-casements, hinged at bottom to open inwardly and fitted with swan-neck openers, cords, pulleys, cleat hooks, and chain to be fixed on each side of each casement to prevent the casement falling in (52 openers in all).

Divisions between two classrooms at each side are to have four borrowed lights to height of eaves, and two small windows in gable to open above same to height of underside of collar beam.

The divisions between schoolrooms and classrooms are to have borrowed lights similar to windows in those classrooms, viz.:—four lights carried to height of underside of collar.

Include for four squares being glazed with perforated zinc instead of glass in schoolroom.

All windows, fanlights, borrowed lights and door panels are to be glazed with 21 oz. clear glass, and glazing in best oil putty, stained to match staining.

Lantern Lights. Provide and fix two lantern lights, as shown on elevation and section, with one louvre on each side, and glaze both sides of tops with $\frac{1}{4}$ in. rough plate glass, and flash the top and bottom with 4 lbs. lead.

Bargeboards. Provide and fix beaded bargeboards to each of the six gables and two lantern lights, fitted with 3 in. chamfered cap, the bargeboards to project 7 in. beyond gable walls, with $\frac{3}{4}$ in. wood linings.

Facia. Provide and fix beaded facia to all eaves, also to top of all walls and gable angles in the interior of the building.

Stoves. Provide and fix six "No. 4 Tortoise" slow combustion stoves where shown on plan. Each stove is to be fixed on a 4 in. flag with strong iron guard 3 ft. high, all necessary fittings, iron flues, lobster back tops, and soot doors, and all requisite cutting and trimming, and all flashings in 4 lbs. milled lead.

Varnishing. All internal woodwork is to be stained and twice varnished.

Painting. All internal and external ironwork (except sheeting), and all external woodwork, and all woodwork of closets is to be painted three good coats of best lead and oil paint.

All flashings are to be in 4 lbs. milled lead.

Provide and fix all flushing pipes and all necessary water-piping for sinks, cisterns, and troughs complete.

Provide and fix 2 buff glazed in and out angular fluted sinks each 22½ in. × 5 in., where shewn on plan.

Provide and fix two ½ in. bib taps, with brass × grids, and 1½ in. lead waste pipes to same, complete.

The concreting and water-piping and painting, etc., are given above.

The closet framing, boarding, and sheeting are to be similar to that given for School, the openings shewn for windows are to have iron bars instead of glass, and include for one lantern light, similar in every detail to those in Schoolroom. The division between the boys' and girls' closets is to be carried up to underside of ridge.

Closet divisions to be 6 ft. 6 in. high, 3 ft. 9 in. long; teachers' closets, 4 ft. long, 4 in. × 1½ in. top, bottom, and middle rails, with 1 in. T and G boarding on one side, and 3 in. × 1 in. lags on top, 1½ in. between lags.

All closets to have doors with three 4½ in. × 1¼ in. chamfered ledges and 1 in. boarding and 4 in. × 3 in. chamfered frames, and hung with bands and gudgeons the full width of each door. Each door to have a door pull, and the two teachers' closets a 2-keyed night latch complete.

The closets are to be composed of two wood troughs each full length of six closets with weir near outlets to allow of troughs retaining 4 in. of water, 1¼ in. thick, lined with 6 lbs. lead, with 50 gallons automatic flushing tanks and fittings, cased all round with 3 in. of sawdust and 1 in. wood casings, with hinged cover, with padlock complete. Each tank is to have a stop-tap with loose key complete.

Provide and fix 1¼ in. seats to closets, and do all cutting for same. Properly connect troughs with tanks and drains complete. The outlets from closets to drains to be 4 in. solid drawn lead pipe.

Provide and fix sheet zinc along back of channel in each set of closets to height of underside of window sill, including returns at each end, and provide and fix wood spear at one end, the returns to be 1 ft. 6 in. wide and 4 ft. high.

Provide and fix 4 in. vent shaft from drain to height of ridge of main school.

Provide and fix ¾ in. double boarding between School and closets, with all necessary uprights and cross rails complete.

The Contractor whose tender is accepted will be required to

sign a declaration that he pays the standard rate of wages obtaining in the district.

The whole of the work is to be done to the entire satisfaction of the Clerk of the Board, and to be finished complete within SIX WEEKS FROM THE DATE OF THE ORDER. Time.

Tenders to be delivered, etc. Tenders.

Closing of Schools by Order of the Sanitary Authority.

ARTICLE 88 of the Day School Code:—

"The managers must at once comply with any notice of the sanitary authority of the district in which the school is situated, or any two members thereof acting on the advice of the medical officer of health requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school or to exclude any scholars from attendance, but after complying they may appeal to the department if they consider the notice to be unreasonable."

It is generally known that under the terms of the article quoted above the Sanitary Authority of a district is empowered to order the closing of any public elementary school situated in that district in order to prevent the spread of disease, but the knowledge of the unequal manner in which the regulation is carried out in different districts is by no means so general. As the result of enquiries made with special reference to the closing of schools on account of the prevalence of measles, it is found that in Birmingham, Bristol, Huddersfield, Hull, Salford, and Sheffield the Medical Officer of Health does not, as a rule, recommend the closing of schools. In Brighton, Nottingham, and Leeds the schools are closed only after consultation with, and with the consent of, the school managers. In Manchester, on the other hand, the rule is for the Sanitary Authority to order the closing of a school when the number of actual cases of measles exceeds 10 per cent. of the average attendance, while in Liverpool, quite recently, fully thirty departments were closed within three or four weeks. The disastrous effect that the wholesale closing of schools has on the school attendance of a city or district can hardly be exaggerated. It is not too much to say that in one district at least the school attendance has been simply demoralised by the action taken by the Sanitary Authority under Article 88 of the code.

Of course there is the right of appeal to the Education Department if the closure order is considered unreasonable, but the absurdity of the matter is that before appeal is made the objectionable order must be complied with. In one district, where the closing of

schools on account of the prevalence of measles had been carried on to an unreasonable extent for about three years (one out of every six departments under the Board being closed during a certain year), appeal was made to the Education Department, and the whole of the facts set forth. The Education Department referred the question to the Local Government Board, who in their reply referred the managers to the Memorandum on School Closing issued by that Board, and added that while they were always willing to consider particular cases, they could not enter into the general question. The Memorandum referred to is printed herewith, and certainly does not recommend the frequent closing of schools as a matter of routine. On the contrary, it expressly lays down the opinion (*paragraph* 6 *B*) that the closing of a school "ought seldom to be enforced, except in presence of an actual epidemic, nor even then as a matter of routine, nor unless there be a clear prospect of preventing the propagation of disease, such as could not be looked for from less comprehensive action." And again *in paragraph* 10 (*a*), it is stated that "the more prompt and full the knowledge of cases of infectious disease that the Sanitary Authority are able to obtain, the better will be the prospect of checking such disease by keeping away from school the children of infected households, *and the less will be the necessity for closing schools.*" In the district referred to above information respecting cases of infectious disease occurring in the schools is sent to the Sanitary Authority *daily*. Yet nowhere perhaps does the custom of closing schools by the Sanitary Authority reach such dimensions as in that very same district.

There is a consensus of opinion among managers, teachers, and others who know the conditions of life in great towns, in the poorer and more thickly populated parts especially, that the closing of schools on account of the prevalence of a disease like measles does harm rather than good. School managers are at least as anxious as Sanitary Authorities respecting the health of the children in their schools, but they have been forced to the conclusion that the closing of schools, on the scale on which it is carried out in some districts, only defeats the end which both managers and health authority have in view,—viz., the prevention of the spread of epidemic sickness among young children. The solution of the problem lies rather in the prompt and rigid exclusion from school of individual cases of sickness.

The following is the text of the memorandum of Sir Richard Thorne Thorne, Principal Medical Officer of the Local Government Board on epidemic sickness.

MEMORANDUM, prepared in the Medical Department (Local Government Board) on the Circumstances under which the Closing of Public Elementary Schools or the Exclusion therefrom of particular Children may be required in order to prevent the Spread of Disease.

1. It is attempted in these notes to bring together the information in the possession of the Local Government Board, derived from the reports of the Board's own Medical Inspectors and of local Medical Officers of Health, respecting school-closure and exclusion from school as precautions against infection, with a view to indicate the best means of preventing the spread of disease by school children among their fellows, while avoiding any unnecessary interruption of the work of education.

2. In the Code of Regulations approved by the Lords of the Committee of Council on Education, the following Article (Art. 88) prescribes, as one of the general conditions required to be fulfilled by a Public Elementary School in order to obtain an annual Parliamentary grant, that—

"The managers must at once comply with any notice of the Sanitary Authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school, or to exclude any scholars from attendance, but after complying they may appeal to the Department if they consider the notice to be unreasonable."

Article 83 (a) prescribes that "if a school has been closed during the year under medical authority, or for any unavoidable cause, a corresponding reduction is made from the number of meetings" (400 a year) required.

Article 101* provides that where the Education Department "are satisfied that by reason of a notice of the Sanitary Authority under Article 88, or any provision of an Act of Parliament, requiring the exclusion of certain children, or by reason of the exclusion under medical advice of children from infected houses, the average attendance has been seriously diminished, and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant."

3. The diseases for the prevention of which school closure, or the exclusion of particular children, will be required are

principally those which spread by infection directly from person to person, such as diphtheria, scarlet fever, measles, whooping-cough, epidemic influenza, small-pox, and rötheln. More rarely, the same questions arise in connection with enteric fever and diarrhœal diseases, which spread not so much by direct infection from person to person as indirectly through the agency of local conditions, such as infected school privies.

4. It will be seen that Article 88 quoted above confers upon sanitary authorities an alternative power with respect to public elementary schools.

(A) To cause particular scholars to be for a specified time excluded from attendance, or

(B) To require the school to be closed for a specified time.

Exclusion of scholars:

5. *A. First, as to exclusion from school of particular scholars.*—Here it will be convenient to consider the circumstances under which the requirements of the public health will be satisfied by the less severe measure of the exclusion from school of particular children.

(*a*) It may be laid down as a universal principle that all children suffering from any dangerous infectious disorder (*i.e.*, of a nature dangerous to some of the persons attacked by it, however mild in other cases) should be excluded from school until there is reason to believe that they have ceased to be in an infectious condition (*see* section 126 of the Public Health Act, 1875).

from infected houses,

(*b*) Furthermore, as it is rarely possible to provide effectual separation of the sick from the healthy within the homes of children of the class attending public elementary schools, it must commonly be necessary that all children of an infected household should be excluded from school; first, because otherwise such children might attend school while suffering from the disease in a latent form, or at an unrecognised stage, and, secondly, because it is known that infection may attach itself to, and be conveyed by the clothes of a person living in an infected atmosphere, even though the person himself remain unaffected. The same considerations will sometimes make it desirable to prohibit the attendance at school of all children from a particular street or hamlet.

from particular localities.

In the case of infectious diseases involving little or no danger to life, such as mumps or skin diseases, school interests may be more particularly considered. In such cases, however, it will usually be well for the Medical Officer of Health to advise the managers to prohibit the attendance of every child while in an infectious state.

Closing of schools:

6. *B. Secondly, as to the Closing of Schools.*—This, by more

seriously interfering with the educational work of a district, is a much more grave step for a Sanitary Authority to take than to direct the exclusion of particular scholars. It is a measure that seldom ought to be enforced, except under circumstances involving imminent risk of an epidemic, nor even then as a matter of routine nor unless there be a clear prospect of preventing the propagation of disease, such as could not be looked for from less comprehensive action.

The mere fact that in an epidemic many of the sufferers are school children does not necessarily show that the disease was caught at school; but the school may with probability be regarded as spreading infection if in a large majority of households attacked the first case be a child attending school; and with still greater probability if a number of children living at a distance from one another, and with no circumstances in common, except that they attend the same school, should be simultaneously attacked, and if it can be ascertained that a child or teacher in an infectious state has actually been attending the school.

7. By Article 18 (6) of the Board's Order of 23rd March, 1891, the Medical Officer of Health on the occasion of an outbreak of dangerous infectious disease is to advise the persons competent to act as to the measures to be taken to prevent the extension of the disease. If, therefore, he finds that the children of infected households are attending school, he should send notice of the fact to the schoolmaster, and give such advice as appears to him to be necessary with regard to the exclusion of the children from school, and as to the time for which such exclusion should continue.

Where the number of children to be excluded is small, and the schoolmaster acts on the advice of the Medical Officer of Health, it may not be necessary to take formal action under Article 88 of the Code; but where the number of children whom it is desirable to exclude from school is such as is likely seriously to diminish the average attendance, or where the advice of the Medical Officer of Health is not followed, and there is danger of the disease spreading by means of the school, notice for the exclusion of the children in question should be made in accordance with the requirements of Article 88.

The attention of school attendance officers and of schoolmasters should also be drawn to the following considerations. Frequently they themselves will obtain the earliest information of the occurrence of infectious disease among

scholars, and it is most desirable that such officer or master should without delay communicate the facts to the Medical Officer of Health. Absence of any child from school on the plea that it is suffering under one of the before-mentioned diseases, and absence of several children of one family from school at the same time, no matter what name be given to the complaint that keeps them at home, should be reported to the health officer. In practice it has been found that this notification of absentees has materially aided the local health officer in taking measures for the suppression of infectious disease, to the advantage alike of the district and of the school. Furthermore, schoolmasters may properly be asked to take note, especially when an epidemic threatens or is present, of symptoms occurring in any of their scholars that may indicate the commencement of disease, febrile in nature. Besides heat of skin, such symptoms are shivering, headache, and languor, especially if commencing suddenly, vomiting, rashes on the skin, and sore throat. When scarlet fever or diphtheria is about, every trace of sore throat should be looked upon as suspicious. In any case where such symptoms are observed, the safest course will be to exclude the child from school until assurance can be had that it may attend school without harm to itself or danger to other scholars.

Exclusion of particular scholars; duration of.

8. As regards duration of exclusion from school of particular children, the time to be specified will vary in different diseases and different cases, and in this matter the sanitary authority will doubtless be guided by the advice of their Medical Officer of Health.

Considerations which should determine peri

Medical officers of health, having to specify a time during which any scholars are to be excluded from attendance at any school, should have regard as far as practicable to the circumstances of the particular scholars suffering from infectious disease or living in infected households. Not only the nature of the infection and the length of illness, but the environments of the individual as affecting the retention of infection will deserve consideration. The period of exclusion, for example, will need to be different according to the conditions of a patient's lodgment, according to the sufficiency of the separation that can be effected between a patient and excluded scholars, and according to the opportunities of effectual disinfection that can be afforded to the

household. Thus a hard and fast rule, such as has been laid down in some districts where scarlatina has been present, that no child shall go to school from an infected house for three months after the disease has begun in that house, is not to be commended. It is indeed possible that under the circumstances of a particular household, a child convalescent from scarlatina or living in the same house with convalescents should not in the interests of other children be permitted to return to school until after so long a period as this; but the same ought not to be assumed of all households in the district that may be invaded by scarlatina. The better plan would be for the sanitary authority to secure, during a shorter period, the exclusion of individual sick persons and their housemates from school; and when that period is about to expire to cause fresh inquiry to be made as to the expediency of further exclusion, and, if found requisite in particular cases, to cause fresh notice to be given to the school managers.

9. In deciding whether an outbreak of infectious disease among children of school age may be best combated by closing the school, or whether it will suffice to exclude the children of infected households, the two most important points to be considered are:—

(*a*) The completeness and promptness of the information received by the officers of the sanitary authority respecting the occurrence of infectious cases.

(*b*) The opportunities which exist for intercourse between the children of different households elsewhere than at school.

10. (*a*) The more prompt and full the knowledge of cases of infectious disease that the sanitary authority are able to obtain, the better will be the prospect of checking such disease by keeping away from school the children of infected households, and the less will be the necessity for closing schools.* If the cases be few in number, and their origin known, the exclusion from school of the children of infected households will probably suffice, but this measure will fail where there are many undiscovered or unrecognised cases, or where the known centres of infection are very numerous.

Commonly, the failure of carefully considered measures of exclusion to stay the spread of an epidemic which shows a special incidence upon school children, may be regarded as pointing to the continued attendance at school of children with the prevalent disease in a mild or unrecognised form, and a strong case will appear for the closing of schools.

* Information obtainable under the Infectious Disease (Notification) Act, 1889, will be especially useful in this direction.

If by reason of the absence or exclusion of a large number of children, the attendance at a school be greatly reduced, it may be found better to close it altogether. This is especially apt to occur in the case of epidemics of measles, a disease which is very infectious in the early stages, before the characteristic rash has appeared, and while the symptoms resemble those of a common cold.

Closure of schools :—

11. (*b*). The second material consideration, in deciding as to the desirability of closing schools during the prevalence of infectious disease, is the amount of opportunity for intercommunication between the members of different households elsewhere than at school. In sparsely populated rural districts, where the children of different households, or of separate hamlets, rarely meet except at, or on their way to, the village school, the closing of the school is likely to be effectual in checking the spread of disease. It is less likely to be useful in a town or compact village (particularly where houses are sub-let and yards are in common), where the children of different households when not at school spend their time in playing together, and often run in and out of each other's houses. But it must be remembered that children when at play out of doors, are brought into much less close association with each other than when in school.

in rural distric

in populous localities,

In rural districts, where epidemic diseases are less frequently prevalent, school closing may be required as an exceptional measure to meet an exceptional state of things. As regards more populous places, it must not be forgotton that if schools were to be closed whenever an infectious disease was prevalent, there are many places where schools would hardly ever be open.

for purposes of disinfection, &c

It will sometimes be necessary to close a school for a day or two to allow of the rectification of sanitary defects of a nature to extend disease, or in order that the school may be disinfected or purified. It has happened that infectious sickness in the master's family has forbidden the attendance of scholars. These more temporary and occasional closures of schools are contemplated in the Education Code, and are to be regarded as having a real importance of their own.

where many schools exist.

12. In places where there are several public elementary schools, if an outbreak of infectious disease be confined to the scholars of one particular school, it may be sufficient to close that school only. But where different schools have all appeared to aid in the spread of disease (though perhaps to an unequal extent) the sanitary authority may consider it advisable that all should be closed lest

children in an infectious state who previously attended the schools that are closed, should be sent to others that might remain open.

nday and vate schools.

It must be remembered that sanitary authorities have no power in respect of Sunday Schools, or other private schools: except in so far as these may contravene sect. 91 (5), sect. 126, or other provision of the Public Health Act, 1875; but it will often be expedient to invite the co-operation of managers of such schools in efforts for securing the public health. Experience shows that they are usually ready to defer to the representations of the authority responsible for the public health of the district.

ty of Medical icer of Health to reporting.

13. Reports to sanitary authorities, advising the closure of a school or schools in any district, are to be treated as "special" reports within the meaning of the General Order of the Local Government Board of March 23rd, 1891, and copies of them are required by Art. 18 (15) and (16) of that Order to be sent to the Board, and to the County Council. These reports should state the grounds upon which the Medical Officer of Health advocates the closure of the school or schools in preference to the exclusion of particular scholars.

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14. All notices of the sanitary authority for the closing of Public Elementary Schools should be addressed in writing to the Managers, and should state the grounds on which the closing is deemed necessary.

otices to cify definite iods.

All such notices shall specify a definite time during which the school is to remain closed; this should be as short a period as can be regarded as sufficing on sanitary grounds, since a second notice may be given before the expiration of the first, if it should be found necessary to postpone the re-opening of a school. The Managers of schools, after complying with the requirements of the Sanitary Authority, have the right of appeal to the Education Department, if they consider any notice to be unreasonable.

July, 1897. RICHD. THORNE THORNE.

Meeting of Executive Committee,

HELD AT BIRMINGHAM, JULY 21ST, 1899.

Present.—The Very Rev. The Dean of Manchester, in the chair; Messrs. G. J. Cockburn and J. H. Woodward (Vice-Presidents); Sir Thomas Roe, Rev. Prof. Anthony, Rev. Canon Major Lester, Rev. E. F. M. MacCarthy, Messrs. Baines, Bemrose, Daniel, Hance, Mander, Moss, Packer, and Wyatt.

Memorandum.—The minutes of the last meeting were read, found correct, and signed by the Chairman.

Memorandum.—Reported that the Special Sub Committee on Science and Art Instruction in Board Schools had held a meeting, but were not yet in a position to report.

Memorandum.—Submitted copies of correspondence with regard to the Board of Education Bill.

Memorandum.—Read a letter from the Rev. E. F. M. MacCarthy, dated the 6th July, relative to a scheme for Local Authorities.

Resolved.—That the scheme now submitted by Mr. MacCarthy be referred to the Sub-Committee on Areas, and that Mr. MacCarthy be added to the Committee.

Memorandum.—Reported relative to local authorities for Secondary Education in administrative areas.

Memorandum.—Read a letter from Sir A. R. Scoble, Q.C., M.P., dated the 17th June, relative to bill for the amendment of the Summary Jurisdiction Act.

Memorandum.—Submitted letter from the Right Hon. Sir H. H. Fowler, dated the 19th June, and addressed to Mr. S. T. Mander, regarding Training College Accommodation.

Resolved.—That further action be taken in the matter during the next session of Parliament.

Memorandum.—Submitted the following letter from the Education Department, dated the 29th June, 1899, relative to the issue of the results of the Queen's Scholarship Examination (see resolution of annual meeting).

COPY.

Education Department,
29th June, 1899.

QUEEN'S SCHOLARSHIP EXAMINATION.
G. 99/11283 D.

SIR,

Adverting to your letter, dated the 14th instant, I am directed to state that in view of the large number of candidates at the

Queen's Scholarship Examination (between 11,000 and 12,000 at Christmas last) it is not possible for the Education Department to publish the result within six weeks as proposed. Every effort is made by the Department to bring out the result with the utmost despatch.

I have the honour to be, Sir,

Your obedient servant,

H. F. POOLEY.

Memorandum.—Reported the introduction in the House of Lords, the 15th June, of the Elementary Education (Defective and Epileptic Children) Bill.

Resolved—That the Executive Committee desire to express their warm approval of the provisions of the Bill.

Memorandum.—Submitted letters from the West Riding of Yorkshire Federation of School Boards dated the 7th and 14th July, with reference to School fees in Evening Continuation Schools.

Memorandum.—Submitted a letter from the Duke of Devonshire, regarding the proposed deputation on the subject of the law of School Attendance.

Resolved.—That the information asked for be forwarded.

Memorandum.—Submitted draft memorial to the Education Department regarding overworked School Children.

Resolved.—That the memorial be approved and forwarded.

Memorandum.—Submitted letter from the Barrow-in-Furness School Board, dated the 18th July, with reference to Police Court Costs.

Resolved.—That the next meeting of the Executive Committee be held at Manchester on Friday, September 22nd, at 3 p.m., and that the Sub-Committee on areas for local authorities, meet on the same day at 12 o'clock noon.

Resolved.—That a further grant be made to the Honorary Secretary for out-of-pocket expenses.

THE

SCHOOL BOARD GAZETTE.

VOL. II. SEPTEMBER, 1899. NO. 3.

Supply of Teachers.

WHEN our present system of primary education was organised by Sir James Kay-Shuttleworth in the famous Minutes of 1846, the supreme importance of obtaining a proper and continuous supply of Teachers was placed in the forefront of the Government regulations for the administration of the Parliamentary grant given in aid of popular education. To Sir James Kay-Shuttleworth we owe the introduction of the Pupil Teacher system. These minutes of 1846 exercised a mighty influence upon education, and much that is now familiar in our administration owes its commencement to the labours of the eminent man who was the first Secretary of the Committee of Council on Education. Scanty justice has been done to the public labours of this truly great man. It has been well said, that "when at last our system of education comes to stand full and fairly formed, Shuttleworth will have a statue."*

The Royal Commission on the Elementary Education Acts very

* NOTE.- Dr. James Phillips Kay (he adopted the name of Shuttleworth on his marriage) was born at Rochdale on the 20th July, 1804. He was the son of Robert Kay. As a boy he was employed at Fentons' Bank. On reaching the age of twenty-one, however, he decided to enter the medical profession, and went to Edinburgh to study medicine. After a brilliant career as a student he became M.D. in 1827, and obtained an engagement in a Manchester hospital. During the outbreak of cholera in 1832 he distinguished himself by his services in the cholera hospital of that town, and he was led to an examination of the sanitary defects which contribute to the spread of disease. In 1835 he became a Poor Law Commissioner, and his report on the training of pauper children was presented to Parliament in 1841. In 1839 he was appointed Secretary of the Committee of Council on Education. With the assistance of his friend, Mr. E. Carleton Tufnell, he established the first training college for teachers at Battersea. His labours here are thus described by Matthew Arnold:—

"Sir James Shuttleworth lived in the house, and superintended the whole working of the new institution. Two departments were formed, for each of which a master was appointed. The life of the pupil was to be plain, and the work was to be both bodily and mental; how plain the life, and the work how severe, let the training-school students of to-day learn with awe.

"The whole school rose at half-past five. The household work occupied the pupil

carefully enquired into the question of how best to create an efficient teaching staff, and in noting early efforts the Report of the Commission issued in 1888 states—

"Accordingly, not only did training colleges receive building and maintenance grants to assist them in their work of fitting men and women for the office of school teachers, but existing teachers were encouraged to improve their own education and their school methods by the offer of certificates upon examination, carrying with them a money value in augmentation of their salaries, and varying in amount acording to the grade of their certificates. Moreover, pupil teachers were provided for the better schools, and were paid for by the Government grant, on condition of their being trained by the head teachers, and prepared for admission into the training colleges at the end of their apprenticeship. And although a large part of the system to which we have just referred, which was brought into existence by the minutes of the Committee of Council on Education of August and December, 1846, was swept away by the code of 1862, enough was preserved to show that not only at the beginning, but also throughout the whole period of the last forty years, the paramount necessity of keeping up an ample supply of duly-qualified teachers has never been lost sight of."—(Final Report, pp. 78-79.)

Much valuable information bearing on the supply and training of teachers will be found in the evidence published by this Commission.

Writing of the pupil teacher system ten years ago, Matthew Arnold said:—

"Everybody can understand the utility of supporting training

teachers altogether, and the students partially, till a quarter to seven o'clock (there were no servants kept except a cook). At a quarter to seven they marched into the garden and worked till a quarter to eight, when they were summoned to prayers. Then they marched to the tool-house, deposited their implements, washed, and assembled at prayers at eight o'clock. At half-past eight they breakfasted. From nine to twelve they were in school. They worked at the garden from twelve to one, when they dined. They resumed their labour in the garden at two, and returned to their classes at three, where they were engaged till five, when they worked another hour in the garden. At six they supped, and spent from seven till nine in their classes. At nine evening prayers were read, and immediately afterwards they retired to rest.

"The meals were frugal or even coarse; it was thought desirable that their diet should be as frugal as was consistent with constant activity of mind and some hours of steady and vigorous labour, and that it should not pamper the appetite by its quality or its variety.

"This severe regimen was found trying by several weakly pupils at first, but presently they were braced and invigorated by it. They rapidly gained strength; the most delicate soon lost all their ailments."

Owing to overwork and the breakdown of his health, Shuttleworth resigned his position at the Education Office, and was created a baronet. From 1861 to 1865 he was a member of the Lancashire Cotton Famine Relief Committee, and became D.C.L. of Oxford in 1870. He died in London on the 26th May, 1877. He was the author of *Public Education as affected by the Minutes of the Privy Council from* 1846 *to* 1852, and of *Four Periods of Popular Education, as revised in* 1832, 1839, 1846, 1862.

schools, and of bettering the position of teachers. The system of pupil teacher apprenticeship has now many adversaries. Yet the institution of this system was undoubtedly the grand and chief merit of the Minutes of 1846. It provided a class of efficient schoolmasters and schoolmistresses more quickly than they could have been provided in any other way; it interested the population in the schools, it caused the teacher's profession to be generally regarded as a promising one, instead of as a refuge for the poor, the halt, and the maimed. I will add that the English schoolmaster has proved himself to have a remarkable aptitude for managing boy helpers, and not by any means an equal aptitude for managing adult helpers. Of course the introduction of the adult assistant was a necessity which soon made itself felt, and the pupil teachers, moreover, were too numerous, were chosen at an age when their vocation could not clearly be discerned, and were not weeded, as they ought to have been, when after two or three years a youth's want of vocation became apparent. Had Sir James Shuttleworth not been forced by the failure of his health to leave the Education Department before the Minutes of 1846 had been five years in operation, he would, I am convinced, have seen the danger in his pupil teacher system, and have provided against it. As it was, all the pupil teachers, bad and good, once caught in the scholastic net, were, as a rule, kept there, and drawn to land finally in the training school; many issued from it unserviceable teachers, who had been unserviceable apprentices long before they entered it. But the abolition of the system would be a real misfortune. In point of fact, in spite of the attacks upon it, it is extending; what is to be desired is that it should be maintained for those who prove to have a genuine vocation, and that others should, after a time, be strictly eliminated."—(*The Reign of Queen Victoria*, vol. ii., pp. 256-57.)

There is sound common-sense in Matthew Arnold's conclusions, and we believe that whatever may be the subsidiary channels through which the ranks of teachers may to a limited degree be supplied, it will be that the great bulk of the recruits must come from those who have served an apprenticeship as pupil teachers.

The Rev. T. W. Sharpe, C.B., writing in "The Educational Record" for June last, and with the conclusions of the Departmental Committee on the pupil teachers' system fresh in his mind, says:—

"For our future supply of teachers, we may reckon, therefore, the following divisions:—

1.—(A) The ordinary pupil teacher apprenticed for four years of work;

(B) The county or other scholar from a secondary school, who takes a two years' apprenticeship;

(C) A still higher class of older persons, for whom a single year's apprenticeship would suffice.

2.—(A) Assistant teachers trained in a good school, who, for family and other reasons, do not enter a college, but of whom it may be safely predicted that they will qualify for the Government certificate;

(B) Assistant teachers who, for various reasons, have failed to obtain anything higher than a pass in the Queen's Scholarship, some of whom will obtain a certificate, while others will be content to seek no higher distinction than that they hold.

3.—The unqualified persons, under Article 68, certified by an inspector's fiat for service.

4.—Certificated teachers, not trained in a college—of all possible degrees of merit.

5.—The trained certificated teacher.

In considering this question of the supply of Teachers, it is instructive to compare the changes which have come about in the numbers in the various classes since the passing of the Elementary Education Act of 1870. The following table has been compiled from Government Reports:—

Table Showing the Number oe Teachers in Public Elementary Day Schools.

Year ending 31st Aug.	Certificated Teachers.						Assistant Teachers.		Pupil Teachers (including Probationers).		Additional Teachers.
	Men.			Women.			Men.	Wom'n.	Boys.	Girls.	Wom'n.
	Trained.	Untrain'd.	Total.	Trained.	Untrained.	Total.					
									Year ending 31st December for years 1870, 1875, 1880.		
1870	—	—	6,395	—	—	6,072	487	775	6,384	8,228	—
1875	7,548	2,284	9,832	7,324	3,787	11,111	984	1,729	10,842	18,403	—
1880	9,546	3,975	13,521	9,347	8,554	17,901	2,681	4,971	10,822	21,306	2,352
1885	11,287	5,026	16,313	11,371	13,022	24,393	5,104	11,514	7,625	20,113	4,292
1890	12,770	5,934	18,704	12,873	14,962	27,835	5,254	16,530	7,695	23,467	5,210
1895	15,023	6,200	21,223	15,616	16,102	31,718	5,047	22,914	7,246	26,757	11,678
1896	15,849	6,590	22,439	16,608	17,665	34,273	4,108	21,285	7,737	28,137	12,838
1897	16,384	6,667	23,051	17,222	18,541	35,763	3,884	21,322	7,369	27,380	14,155
1898	16,741	6,698	23,439	17,786	18,649	36,435	4,065	22,671	6,977	26,431	15,136

The foregoing table shows in marked contrast the great increase which has taken place in the number of women teachers compared with the men. From 1875 we have the materials for a complete comparison :—

MEN.

	Certificated. Trained.	Certificated. Untrained.	Uncertificated Assistants.	Total.
1875	7,548	2,284 ...	984 ...	10,816
1898	16,741	6,698 ...	4,065 ...	27,504

WOMEN.

	Certificated. Trained.	Certificated. Untrained.	Uncertificated Assistants.	Additional Teachers, Art. 68.	Total.
1875 ...	7,324	3,787 ...	1,729 ...	— ...	12,840
1898 ...	17,786	18,649	22,671 ...	15,136 ...	74,242

In 1875 there were 19,245 School Departments, and 2,744,300 children on the rolls of Public Elementary Schools. In 1898 the number of departments had increased to 30,911, and the children to 5,576,866.

Hence, whilst the children had increased in the thirteen years by 103 per cent., and the total number of men and women teachers (23,656 in 1875, and 101,746 in 1898) show an increase of 78,090, or 330 per cent., the relative proportionate increase of men has been 16,688, or 154 per cent., whilst the increase of women has been 61,402, or 478 per cent.

The Article 68 teachers (young women over eighteen years of age, without other qualification) first appear in 1880, and this class has increased from 2,352 to 15,136. The difficulties of the Voluntary Schools in keeping up the strength of their teaching staffs, have greatly contributed to the very large increase in the number of these Article 68 teachers, who are thus described by the Rev. T. W. Sharpe, C.B., the late Chief Inspector of Schools :—

"I need not dwell upon the class of teachers, under Article 68 of the Education Code, who may possess hardly any qualifications of knowledge or of class teaching, but for the present distress are numbered by many thousands : we can only desire their gradual and painless extinction."

Any requirement such as the compulsory examination of the qualifications of these Article 68 teachers, as recommended by the recent Departmental Committee, would probably diminish considerably the number, though it would certainly increase the value of this class of teachers, and there would arise a greater demand for Certificated and ex-Pupil Teacher Assistants. How such a

demand would be supplied from the present number of regular teachers it is difficult to surmise. It should, however, not be overlooked that in some districts advantage has been taken of this Article to facilitate the entrance into the profession of persons—almost exclusively women—of somewhat higher social position and more varied education than are usually found in the ranks of elementary teachers. It is probable that if such teachers enjoyed the more recognised position which would result from the introduction of a system of examination, their numbers would increase materially, but not, it is to be feared, to an extent that would counterbalance the shrinkage occasioned by failure in the examinations.

Looking to the number of pupil teachers as the main source of supply, we find that whilst there has been an increase since 1875 in the total, a considerable falling off has taken place in the number of boy apprentices:—

	1875.	1898.	Increase.	Decrease.
Boy Pupil Teachers ...	10,842 ...	6,977 ...	— ...	3,865
Girl Pupil Teachers ...	18,403 ...	26,431 ...	8,028 ...	

After making full allowance for the greater number of women teachers compared with the men, who, owing principally to marriage, leave the profession, the figures give rise to the gravest consideration in connection with the future supply of teachers. Are we within measurable distance of the time when we shall arrive at the condition in America, and find our Elementary Schools almost entirely taught by women! The problem the Boards have to face in their own Schools is how to increase the number of their Pupil Teachers. The Boards which do the least in the way of training Pupil Teachers, find the greatest difficulty in obtaining Assistant Teachers. These teachers, on the completion of their training, naturally desire, especially in the case of women, to find employment near their homes, and will mainly return to the employment of the Boards which provided their training. The Pupil Teacher Centres are doing capital work in attracting better pupil teachers—but the number of such centres needs vastly increasing—whilst the present deficiency of Training Colleges for Women should be removed by the action of the Education Department. This may be effected by enabling the School Boards to provide facilities for training either in connection with the University Colleges, or by the establishment of new residential colleges. Were such facilities provided, the Boards would soon, by combination, remove the present dearth of Training College accommodation. Further encouragement should be given to the Pupil Teacher Centres, and the cost

should not entirely fall, as it does now, upon the locality, because although, as already pointed out, the majority of teachers will, after the completion of training, return to the service of the Boards with whom they served their apprenticeship, yet no inconsiderable number will find their way to other places, and it may be enter the service of School Managers who are not doing their own share in the engagement and training of pupil teachers. This presses hardly on those localities which are now spending considerable sums of their ratepayers' money in the supply and maintenance of Pupil Teachers' Centres—a hardship which can only be removed by making the cost of these centres, to a larger extent that at present, a charge on the Imperial resources of the country. These localities are, however, not without their compensation in the wider choice of teachers they thus secure, and in the higher standard of qualification which in consequence distinguishes their staffs. So long, however, as a large part of the school accommodation of the country is supplied by voluntary schools, so long will also be a considerable proportion of the teachers, and it is important that these should enjoy equal advantages of training with those apprenticed in Board Schools.

Notes.

THE President of the Library Association (Alderman Southern), in his interesting Address to the Annual Meeting, held on the 4th September, made reference to the effect which the passing of the Elementary Education Act, 1870, has had upon the growth of Free Libraries. A few years after the passing of the Act the number of readers in the Free Libraries considerably increased, and Alderman Southern attributed this growth of the free library movement very largely to the effect of the passing of the Act of Mr. Forster. At the present time the local authorities of 373 towns have provided Free Libraries at the cost of the rates.

We are glad to see that the movement to induce County Councils, particularly of administrative areas, to render assistance in the provision of Centres for the instruction of Pupil Teachers is gaining ground. Seeing that the Technical Instruction Committees are constantly complaining of the inadequacy of the knowledge of the candidates who are examined for scholarships, it is only reasonable to hope that they will see their way to assist managers, particularly in the case of rural schools, to secure for the young people apprenticed in their schools similar advantages to those enjoyed by the pupil teachers in a large number of urban districts. Many of the Technical Instruction Committees for administrative areas have large surplus funds, which could not be better employed than in assisting the instruction of pupil teachers; instruction which, in its turn, would have a most beneficial effect upon education in the rural districts generally.

In connection with the Paris Exhibition, the first Sectional Educational Exhibition was held at Cardiff in July last. It is pleasing to state that the Welsh Exhibition was in every way a success and that the public elementary schools and the university colleges were distinguished by the strength of their exhibits. The intermediate schools, which were not quite so strong in this direction, were somewhat hampered, owing to the incidence of their

annual examinations. Considering the short notice, however, the exhibition held at Cardiff was a distinct success.

Very great credit is due to the Committee, and to Mr. A. Taylor, one of H.M. Inspectors of Schools for the district, who acted as honorary secretary. The exhibits consisted of kindergarten work, brush work, wood carving, photographs of physical exercises, class-rooms, and school life, school time-tables, children's exercise books, wood work, &c., and there was also a very interesting collection of models, some of them illustrative of classical history. In connection with the exhibition a series of addresses on subjects affecting education were delivered.

The English Section will open in London in January, and there will be a display of Scotch exhibits in Edinburgh about the same time. We believe that the secretary of the combined movement, Mr. J. Fischer Williams, of 7, New Square, Lincoln's Inn, has already issued to a number of School Boards, which have agreed to send exhibits, information as to the space at their disposal. Exhibits for the English Section should reach Mr. Fischer Williams between the 15th and 20th December next.

The Science and Art Directory.

IT is satisfactory to note that the Directory this year has been issued *before* the commencement of the Winter Session, and if this is one of the results of the new *regime*, Captain Abney is to be congratulated.

Clause VII. remains as it was, and Committees of existing schools still enjoy the option of sacrificing their liberty of action by coming under the yoke of the County Council Technical Instruction Committees, which would be a very unwise proceeding on their part, or continuing to enjoy their present liberty of action and the full control of their own funds, particularly that part which comes in the shape of Government Grants.

South Kensington is very communicative as to the number of County Council districts where Clause VII. has been adopted. We are glad to see that the County Boroughs which have obtained the questionable benefits of the Clause are comparatively few. It would be interesting to know from Sir John Gorst the number of schools earning Science and Art Grants which have fallen into the net so artfully spread for their capture. The County Councils of administrative areas where the powers of Clause VII. have been secured have been particularly anxious to obtain the suzerainty of schools in their areas. Some very alluring circulars have been issued by Directors of Technical Instruction to the managers of these schools—which are very Naboth's vineyards—promises have been made in some cases, that if they will only come in, they shall, for the present, receive their grants without any deduction being made by the Local Authority, and the constitution of their Committee of Management will not be interfered with.

These are some of the allurements offered by the Technical Instruction Committees, now in the possession of their blushing honours under Clause VII. It would be particularly interesting to hear from the Vice-President how many of the Non-County Boroughs, say of Lancashire and the West Riding of Yorkshire, where the bulk of the Science and Art Instruction of the country is being given, have agreed to place their schools under the control of the County Council Technical Instruction Committee in its capacity as the Local Organisation for Secondary Education. We very much fear that some of these County Councils are like Sovereigns without subjects, and that, after all, Clause VII. is very much of a shadow and a hollow sham.

The principal changes are printed in the Directory in *italics*. Of these the most important are the abolition after 1900 of all

Examinations in the Elementary stages, and the limitation of admissions in Schools of Science to pupils over twelve years of age. The Department draw particular attention to the following list :—

SCIENCE AND ART.

(1) Visits to Galleries, Museums, and other Public Institutions, of Science and Art Students, or their attendance for Field Work, may be registered as attendances for grants under certain conditions. (§XIV., page 10).

(2) Modification of the rule permitting the attendance of students joining after the prescribed dates to be carried forward to the next Session. (§XVI., page 10).

(3) Modifications in the restrictions as to registration. (§XVIII., pages 11—15).

(4) Modified conditions under which Science Works submitted for examination must have been executed. (§XXXIV., page 22).

(5) School Accounts to be produced if required by the Inspector. (§XXXVIII., page 24).

(6) Except with special sanction from the Inspector no Student under the age of twelve years can be put on the register. (§XLI., page 26).

SCIENCE SCHOOLS AND CLASSES.

(7) Day Classes for Teachers allowed to carry payments at rates for Evening Classes only if practical instruction is given in one subject of Science in which instruction in Theory is also given. (§XIV., (*a*), page 9).

(8) Addition of Subject VI. and of Section I. of the Elementary Stage of Subject XXIII., Physiography, to the list of subjects in which grants for practical work may be given. (§XVIII. (*m*), page 14).

(9) Removal of certain restrictions on the registration of pupils of Schools under the Commissioners of National Education, Ireland. Pupils may now be registered in Science Day and Evening Classes, on the conditions stated. (§LXXXIX. (*m*), page 68).

(10) The Examination in Mathematics to be held on two evenings instead of three as heretofore—Elementary Mathematics (Stages 1, 2, 3, 4, and Honours) being taken on one evening, and Advanced Mathematics (Stages 5, 6, 7, and Honours) on another. (Pages 314 and 315).

(11) Revision of the Syllabuses for Subjects X. Inorganic Chemistry (Theoretical), Elementary Stage; XIX. Metallurgy (Theoretical) and XIX. *b* Metallurgy (Practical); and modifications in the Syllabuses for Subjects V. Mathematics (Stage 1); and XVII. Botany.

(12) Suggested Laboratory arrangements for practical work in Physics and Biological Subjects. (Pages 121 and 162).

SCHOOLS OF SCIENCE.

(13) Students under 12 years of age on 1st August, unless specially allowed by the Inspector, must be excluded. (§LVII., page 48).

(14) Provision for Advanced Course Students to attend instruction in Art subjects beyond Group I. outside the hours of the School of Science. (§LXII., page 51).

(15) Modification of the Advanced Course Time-tables as regards Drawing. (Pages 52—54).

(16) Restrictions on the admission of School of Science Students to the Science and Art Examinations. (§LXIX., page 59).

SCHOOLS OF ART AND ART CLASSES.

(17) A Class for Attendance Grants in Group I. only may be under the instruction of a Teacher whose instruction is supervised by a Master holding the Art Master's Certificate and himself also giving at least 12 lessons in the year. (§XIII. (*c*), (ii.), page 7).

(18) Provision for the payment of a fee to the Superintendent of Examinations in Still Life Painting and in Casting. (§XXV., page 19).

(19) Additions to Groups II. and IV. of Art Subjects. (§XLIV., page 27).

(20) Revision of the Syllabuses for Freehand Drawing, Model Drawing, and Drawing in Light and Shade. (Pages 226—230).

(21) Modifications in the requirements for certain Art Certificates. (Pages 298—299).

There seems at the present time a singular reticence in the central official mind as to the work which is being done by School Boards in connection with higher instruction. With the view of remedying this want of information we have been at some pains to compile from the Science and Art Report a complete list of the Schools of Science, with their numbers and the amount of grants earned. This return is appended, and it will no doubt be of interest to School Boards to know that out of the 174 Schools of Science in the list, those conducted by the School Boards number 63. The total attendance is 21,285, of which the School Board Schools of Science claim 10,680, and out of the total annual grant of £83,336 the School Boards earned £41,555.

LIST OF SCHOOLS OF SCIENCE IN ENGLAND AND WALES, FOR THE SESSION 1897—1898.

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants. Science. £ s. d.	Art. £ s. d.	Total. £ s. d.
9190	Berkshire	Wantage	King Alfred's Grammar School	—	—	—	—	—
9103	Cambridgeshire	Cambridge	Perse Grammar School	83	£6 & £8 per annum.	235 8 9	—	235 8 9
9044	Cheshire	Chester	Technical Day School, Grosvenor Museum	54	£10 per annum.	283 12 11	—	283 12 11
9157	,,	Runcorn	Technical Institute, Waterloo Road	66	£3 & £4 per annum.	231 16 7	—	231 16 7
9026	,,	Stockport	Technical School, Wellington Road	73	£3 3s. per annum.	384 10 9	—	384 10 9
9147	,,	Winsford	Verdin Technical School	46	£1 6s. 8d. per term.	160 13 2	—	160 13 2
9133	Cumberland	Carlisle	Grammar School, Strand Road	91	£10 & £15 per annum.	279 4 3	—	279 4 3
9178	,,	Workington	Higher Grade Board School, Guard Street	—	—	—	—	—
9129	Derbyshire	Bakewell	Lady Manners School	53	£6 per annum.	215 13 0	—	215 13 0
9076	,,	Clay Cross	Higher Grade and Technical School	95	6d. per week.	356 15 7	—	356 15 7
9045	,,	Derby	Higher Grade Board School, Gerard Street	221	—	1,003 15 0	10 13 0	1,014 8 0
9105	,,	Dronfield	Grammar School	39	£4 to £6 per annum.	125 0 8	—	125 0 8
9061	,,	Heanor	District Technical School, Heanor Hall	120	13s. & 21s. per term.	421 12 4	—	421 12 4
9029	,,	New Mills	Board School, Spring Bank	73	9d. per week.	192 6 2	—	192 6 2
9057	Devonshire	Ashburton	Grammar School, St. Lawrence Lane	38	£8 8s. per annum.	86 10 4	—	86 10 4
9052	,,	Plymouth	Municipal Science, Art, Technical Schools, Tavistock Road, Section A. Higher Grade Board School, Regent Street, Section B.	81	—	326 10 7	—	326 10 7
9167	Dorsetshire	Dorchester	Grammar School, 20, South Street	92	—	—	12 8 0	12 8 0
9159	,,	Sherborne	Foster's Endowed School, Hound Lane	25	£2 per term.	97 17 4	—	97 17 4
9131	Durham	Bishop Auckland	King James I. School, South Church Lane	29	£10 per annum.	96 0 4	—	96 0 4
9077	,,	Darlington	Grammar School, Vane Terrace	72	£10 per annum.	246 2 1	—	246 2 1
9011	,,	Gateshead	Higher Grade School, Durham Road	365	8s. per quarter.	1,205 15 8	13 1 0	1,218 16 8
9151	,,	Hartlepool	Henry Smith School	26	£2 13s. 4d. per term.	103 1 7	—	103 1 7
9018	,,	Jarrow-on-Tyne	Grange Higher Grade Board School	191	3d. per week.	657 11 7	—	657 11 7
9036	,,	South Shields	Higher Grade Board School, Westoe Road	356	4d. per week.	1,572 6 3	—	1,572 6 3
9023	,,	,,	St. John's Higher Grade School	44	1s., 2s., & 3s. per month.	163 1 0	—	163 1 0

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants.		
						Science.	Art.	Total.
						£ s. d.	£ s. d.	£ s. d.
9126	Durham	Stockton-on-Tees...	High School for Boys, Norton Road	45	£9 9s. to £12 12s. per annum.	211 7 2	—	211 7 2
9144	,, ...	,, ...	Higher Grade Board School, Nelson Terrace	100	1s. per week.	436 9 4	—	436 9 4
9030	,, ...	Sunderland ...	Higher Grade Board School, Grange Road...	234	9d. per week or 7s. 6d. per quarter.	1,169 0 4	—	1,169 0 4
9060	,, ...	West Hartlepool ...	Municipal Technical College, Lauder Street...	78	6d. per week.	167 14 9	—	167 14 9
9105	Essex	Chelmsford ...	King Edward VI. School	78	£8 per annum.	317 16 6	—	317 16 6
9179	,, ...	Dunmow	Countess of Warwick's Secondary School ...	—	—	—	—	—
9183	,, ...	Leyton	Technical Institute, High Road	—	—	—	—	—
9125	,, ...	Southend	Technical School, Clarence Road	114	15s. per term.	652 0 7	—	652 0 7
9049	,, ...	Stratford	Carpenter's Institute, Jupp Road	206	10s. per term.	540 2 1	4 13 0	544 15 1
9056	,, ...	Walthamstow ...	Monoux School, High Street	89	£2 per term.	272 15 11	—	272 15 11
9162	,, ...	,, ...	Technical School, Hoe Street	93	£1 10s. per annum.	361 1 5	—	361 1 5
9100	Gloucestershire...	Bristol	Higher Grade & Technical School, St. George	172	5d. per week.	882 14 9	—	882 14 9
9016	,,	,, ...	Merchant Venturers' Technical College, Unity Street.	290	£5 to £6 10s. per ann.	1,348 9 11	—	1,348 9 11
9075	,,	Cheltenham ...	Grammar School, High Street...	49	£3 3s. per term.	145 19 7	—	145 19 7
9096	Hampshire ...	Basingstoke ...	Queen Mary's School, Worting Road ...	36	£8 per annum.	115 14 6	—	115 14 6
9121	,, ...	Petersfield... ...	Churcher's College, London Road	53	£3 per term.	208 9 0	—	208 9 0
9181	,, ...	Portsmouth ...	Higher Grade Board School, Victoria Road North, Southsea.	—	—	—	—	—
9070	,, ...	Southampton ...	Taunton's Trade School, New Road	161	£4 per annum.	389 3 6	5 17 0	395 0 6
9098	Hertfordshire ...	Berkhamsted ...	King Edward VI. Grammar School	55	£6 & £9 per annum.	245 19 10	—	245 19 10
9073	,, ...	Watford	Endowed Schools, Derby Road	81	—	257 9 0	—	257 9 0
9104	Kent	Canterbury ...	Simon Langton School, Whitefriars	93	£7 per annum.	519 18 11	—	519 18 11
9186	,, ...	Gravesend... ...	Technical School, Darnley Road	—	—	—	—	—
9123	,, ...	Rochester	Sir J. Williamson's Mathematical School, High Street.	121	£5 10s. & £7 15s. per annum.	460 15 5	—	460 15 5
9094	Lancashire ...	Accrington ...	Municipal Technical School, Blackburn Road	141	15s. per term.	730 14 11	—	730 14 11
9017	,, ...	Ashton-under-Lyne	Albion School, Albion Street	55	1s. 2d. per week.	242 18 3	—	242 18 3

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants.			
						Science.		Art.	Total.
						£ s. d.			£ s. d.
9042	Lancashire	Barrow-in-Furness..	Higher Grade School, Duke Street	136	6d. per week.	408 5 1		—	408 5 1
9149	,,	Blackburn... ...	Higher Grade School, Preston New Road ...	52	9d. per week.	101 14 3		—	101 14 3
9185	,,	... ,, ...	West Park Road School	—	—	—		—	—
9041	,,	... Bolton	Central Higher Grade Board School, Great Moor Street.	340	6d. and 1s. per week.	1,640 3 0		—	1,640 3 0
9134	,,	... Darwen	Higher Grade School, Union Street	61	9d. per week.	271 11 5		—	271 11 5
9066	,,	... Liverpool	Board School, Brae Street	238	3d. per week, 1s. for 5 weeks, 2s. 6d. per qr.	829 16 3		—	829 16 3
9109	,,	... ,, ...	Liverpool Institute, Mount Street	347	£5 per annum.	1,073 10 9		—	1,073 10 9
9005	,,	... Manchester ...	Central Higher Grade Board School	410	7d. & 1s. 6d. per week.	2,293 5 10		—	2,293 5 10
9155	,,	... ,, ...	Higher Grade Board School, Waterloo Road	60	3d. per week.	285 13 9		—	285 13 9
9007	,,	... ,, ..	St. Matthew's Higher Grade Board School, Devonshire Street.	176	7d. per week.	733 11 0		—	733 11 0
9087	,,	... ,, ...	Board School, Birley Street	103	1d. per week.	484 8 4		—	484 8 4
9006	,,	... ,, ...	Board School, Ducie Avenue	143	7d. per week.	694 11 8		—	694 11 8
9069	,,	... ,, ...	Higher Grade Board School, Heath Street, Cheetham.	163	7d. per week.	825 18 7		—	825 18 7
9156	,,	... Moss Side ...	St. Margaret's Higher Grade School ...	83	8s. 6d. to 10s. 6d. per quarter.	335 1 0		—	335 1 0
9119	,,	... Nelson	Municipal Technical School, Market Street ...	102	£3 3s. per annum.	439 5 9		—	439 5 9
9053	,,	... Oldham	Waterloo Higher Grade Board School, Hardy Street.	151	6d. and 9d. per week.	554 5 0		—	554 5 0
9180	,,	... ,, ...	Hulme Grammar School, The Coppice ...	—	—	—		—	—
9091	,,	... Rochdale	Central Board School, Fleece Street	162	6d. and 9d. per week.	547 6 1		—	547 6 1
9031	,,	... Salford	Grecian Street Board Sch., Lower Broughton	94	3d. per week.	381 19 1		—	381 19 1
9124	,,	... ,, ...	Central Higher Grade Board School, Victor St.	86	Free.	438 6 6		—	438 6 6
9024	,,	... Pendleton ...	Pendleton Higher Grade Board School ...	77	4d. per week, 3s. 6d. per quarter.	241 17 7		—	241 17 7
9146	,,	... Urmston	Higher Grade School, Ross Grove	85	9d. per week or 7s. 6d. per quarter.	310 13 10		—	310 13 10
9153	,,	... Widnes	Higher Grade School, Victoria Road... ...	200	6d. per week or 5s. per quarter.	480 19 9		—	480 19 9

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants.								
						Science.			Art.			Total.		
						£	s.	d.	£	s.	d.	£	s.	d.
9037	Leicestershire ...	Leicester	Alderman Newton's Higher Grade School, St. Martin's.	220	6d. per week.	1,310	5	3		—		1,310	5	3
9082	,, ...	,, ...	Wyggeston's Hospital Boys' School, High Cross Street.	240	£6 & £8 per annum.	1,103	17	1		—		1,103	17	1
9116	,, ...	Loughborough ...	Grammar School, Burton Walks	48	£7 per annum.	154	2	9		—		154	2	9
9088	,, ...	Market Bosworth...	Grammar School.	34	£1 13s. 4d. to £2 6s 8d. per term.	100	0	7		—		100	0	7
9137	Lincolnshire ...	Great Grimsby ...	Winteringham Higher Grade Board School...	302	5s. per quarter.	928	13	10		—		928	13	10
9065	,, ...	Lincoln	School of Science and Art, Monk's Road ...	47	6d. per week.	197	10	10		—		197	10	10
9084	London... ...	Battersea	Polytechnic Institute, Battersea Park Road ...	164	£1 per term.	550	4	10		—		550	4	10
9047	,, ...	Bethnal Green ...	Parmiter's Foundation School, Approach Road	137	£3 15 per annum.	306	7	0		—		306	7	0
9085	,, ...	Camberwell ...	Alleyn's School, Townley Road	156	—	662	2	7		—		662	2	7
9111	,, ...	Chelsea	St. Mark's College, Upper School, Fulham Road	148	£4 10s. to £6 6d. per annum.	592	8	6		—		592	8	6
9112	,, ...	,, ...	South West London Polytechnic Institute, Manresa Road.	176	£1 per term.	661	4	5		—		661	4	5
9035	,, ...	,, (detached)	Queen's Park Institute	151	15s. per quarter.	430	19	5		—		430	19	5
9028	,, ...	Deptford	Addey and Stanhope School, Church Street...	154	8s. per term.	457	4	1		—		457	4	1
9163	,, ...	Greenwich ...	Blackheath Road Board School	100	—	288	14	5		—		288	14	5
9164	,, ...	Islington	Dame Owen's School (Boys'), Owen Street ...	380	£6 per annum.	1,492	17	6		—		1,492	17	6
9140	,, ...	Kensington ..	Montpelier Street Higher Grade Schools ...	100	6d. & 9d. per week.	243	3	8		—		243	3	8
9160	,, ...	Limehouse ...	Board School, Thomas Street	133	—	174	16	7		—		174	16	7
9114	,, ...	Marylebone ...	Central Schools, High Street	57	1s. 3d. per week, or 14s. 3d. per quarter.	153	12	10		—		153	12	10
9020	,, ...	,, ...	Polytechnic, Regent Street	175	£6 per annum.	676	14	2	62	11	0	739	5	2
9025	,, ...	Mile End ...	East London Technical College, People's Palace, Mile End Road	465	£2 per annum.	2,023	1	11	153	0	0	2,176	1	11
9169	,, ...	Paddington ..	Newton Road High School, Westbourne Grove	43	£2 2s. per term.	125	0	5		—		125	0	5
9067	,, ...	Plumstead... ...	Board School, Bloomfield Road	140	—	450	14	0		—		450	14	0
9165	,, ...	St. George-in-the-East.	Raine's School, Cannon Street Road	64	£1 10s. & £1 18s. per annum.	216	9	4		—		216	9	4

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants. Science. £	s.	d.	Art. £	s.	d.	Total. £	s.	d.
9068	London	St. Luke's... ...	Central Foundation School, Cowper Street ...	178	£5 5s. per annum.	663	8	8	1	7	0	664	15	8
9113	,, ...	St. Martin's ...	Archbishop Tenison's School, Leicester Square	76	£6 15s. per annum.	248	5	3	—			248	5	3
9086	,, ...	St. Pancras ...	William Ellis's School, Alcroft Road... ...	122	£2 2s per term.	414	9	2	4	13	0	419	2	2
9048	,, ...	,, ...	Board School, Medburn Street	148	—	537	1	3	—			537	1	3
9177	,, ...	,, ...	Burghley Road Board School, Kentish Town	—	—	—			—			—		
9161	,, ...	Southwark ...	Polytechnic Institute, Borough Road... ...	35	£1 per term.	84	17	4	—			84	17	4
9115	,, ...	Wandsworth ...	Technical Institute, High Street	81	£1 per term.	296	4	10	—			296	4	10
9110	,, ...	Whitechapel ...	Central Foundation School, Spital Square ...	130	£4 & £5 per annum.	381	7	6	1	16	0	383	3	6
9135	Middlesex ...	Finchley (East) ...	Board School, Long Lane	52	—	195	12	3	—			195	12	3
9154	,, ...	Isleworth	Upper School, Woodland Road	25	£7 10s. per annum.	68	2	10	—			68	2	10
9128	,, ...	Tottenham ...	Bruce Grove School	111	—	471	10	6	—			471	10	6
9063	Norfolk	King's Lynn ...	Technical School, London Road	78	£1 1s. & £2 2s. per term.	411	1	4	—			411	1	4
9050	,, ...	Norwich	Higher Grade Board School, Duke Street ...	132	6d. per week, or 4s. 6d. per quarter.	431	16	5	—			431	16	5
9141	,, ...	,, ...	Board School, Angel Road	74	Nil.	245	19	0	—			245	19	0
9099	Northumberland	Blyth	Higher Grade School, Beaconsfield Terrace...	80	1s. per week.	250	15	5	—			250	15	5
9089	,,	Newcastle-on-Tyne	St. Cuthbert's Grammar School, Bath Lane...	67	£6 per annum.	245	16	9	—			245	16	9
9001	,,	,,	Rutherford College, Bath Lane	344	£2 8s. & £4 4s. per annum.	1,698	1	1	—			1,698	1	1
9117	Nottinghamshire	Mansfield	Brunt's Technical School, Woodhouse Road...	80	15s. per quarter.	245	2	9	—			245	2	9
9034	,,	Nottingham ...	Higher Grade Board School, Queen's Walk...	127	10d. per week or 10s. per quarter.	562	0	6	—			562	0	6
9003	,,	,, ...	,, ,, High Pavement	147	£1 2s. per annum.	497	5	10	—			497	5	10
9051	,,	,, ...	,, (Boys') ,, People's College	174	7s. 6d. & 10s. 6d. per quarter.	538	1	10	—			538	1	10
9058	Oxfordshire ...	Banbury	Municipal School, Marlborough Road ...	73	£6 per annum.	342	6	8	1	7	0	343	13	8
9102	,, ...	Burford	Grammar School, Church Green	46	£6 per annum.	219	8	4	—			219	8	4
9120	,, ...	Oxford	City Technical School, Church Street ...	49	£3 per annum.	197	2	6	—			197	2	6
9166	,, ...	Thame	Lord Williams' Grammar School, Oxford Rd.	24	£2 per term.	123	3	3	—			123	3	3

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants.		
						Science.	Art.	Total.
						£ s. d.	£ s. d.	£ s. d.
9171	Oxfordshire ...	Witney	Wesleyan School, High Street	—	—	—	—	—
9130	Somersetshire ...	Bath	Technical School, Guildhall	160	10s. 6d. per term.	692 5 1	—	692 5 1
9101	,, ...	Bruton	Sexey's Trade School	76	£4 per annum.	355 12 4	—	355 12 4
9174	,, ...	Wellington ...	West Somerset County School, South Street...	—	—	—	—	—
9079	Staffordshire ...	Hanley	Higher Grade Board School, Old Hall Street..	243	6d. per week.	1,072 2 5	0 18 0	1,073 0 5
9039	,, ...	Walsall	Victoria Institute, Bradford Place	92	3d. per week and £4 per annum.	560 1 8	—	560 1 8
9182	,, ...	Wolverhampton ...	Grammar School, Compton Road	—	—	—	—	—
9093	,, ...	,,	Higher Grade Board School, New Hampton Road.	228	6d. per week.	729 12 5	—	729 12 5
9078	Surrey ...	Farnham	Grammar School, West Street	31	£11 11s. per annum.	105 15 11	—	105 15 11
9118	,, ...	Merton	Rutlish School, Kingston Road	76	£6 per annum.	310 15 5	—	310 15 5
9143	,, ...	Richmond... ...	County School, Kew Road	69	£6 per annum.	277 11 6	1 19 0	279 10 6
9013	Sussex ...	Brighton	Higher Grade Board School, York Place ...	471	6d. per week.	1,378 11 3	11 2 0	1,389 13 3
9107	,, ...	Horsham	Grammar School, Hurst Road	51	£8 per annum.	210 8 6	—	210 8 6
9092	,, ...	Uckfield	Grammar School, Church Street	37	—	86 4 3	—	86 4 3
9014	Warwickshire ...	Birmingham ...	Technical School, Bridge Street	138	—	423 14 2	—	423 14 2
9059	,, ...	,, ...	Seventh Standard School, Waverley Road ...	204	—	781 1 0	—	781 1 0
9172	,, ...	,, ...	Municipal Technical School, Suffolk Street ...	80	£3 per session.	457 6 9	0 11 0	457 17 9
9033	,, ...	Coventry	Bablake School, Coundon Road	197	1s. per week.	1,018 6 3	4 16 0	1,023 2 3
9054	Wiltshire ...	Salisbury	The Bishop's School, Exeter Street	86	£2 per annum.	372 13 6	—	372 13 6
9071	,, ...	Swindon	Technical School, Victoria Road	57	£1 15s. per term, or £5 per session.	335 16 6	—	335 16 6
9170	Worcestershire ...	Worcester	Victoria Institute, Sansome Walk	43	10s. 6d. per term.	144 15 5	—	144 15 5
9097	Yorkshire ...	Batley	Grammar School, Carlinghow Hill	100	£2 6s. 8d. per term.	398 17 4	1 10 0	400 7 4
9032	,, ...	Bradford	Grammar School, Manor Row	146	£16 per annum.	693 13 1	14 11 0	708 4 1
9150	,, ...	,, ...	Hanson Higher Grade Board School... ...	251	—	716 7 0	—	716 7 0
9132	,, ...	,, ...	Belle Vue Higher Grade Board School ...	323	6d. per week.	1,283 13 11	—	1,283 13 11
9040	,, ...	,, ...	Technical College, Gt. Horton Road... ...	155	£3 15s. per annum.	811 5 0	9 18 0	821 3 0
9019	,, ...	Halifax	Higher Board School, Prescot Street	275	8s. per quarter.	1,474 13 0	—	1,474 13 0
9175	,, ...	Heckmondwike ...	,, ,, ,, High Street	—	—	—	—	—

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants.		
						Science.	Art.	Total.
						£ s. d.	£ s. d.	£ s. d.
9004	Yorkshire ...	Huddersfield ...	Technical School, Queen Street, South ...	55	£1 per term, or £2 10s. per annum.	235 0 1	—	235 0 1
9080	,, ...	,, ...	College Hr. Gr. Board Schl., New North Rd.	247	—	1,199 6 2	—	1,199 6 2
9138	,, ...	Hull	Higher Grade Board School, The Boulevard...	268	5s. per quarter.	984 15 4	—	984 15 4
9081	,, ...	,, ...	,, ,, ,, Craven Street ...	272	—	743 14 11	—	743 14 11
9038	,, ...	,, ...	Central Higher Grade Board School	384	8s. per quarter.	831 14 7	—	831 14 7
9000	,, ...	Keighley	Mechanics' & Technical Institute, North Street	127	£4 per annum.	659 13 1	—	659 13 1
9168	,, ...	Knaresborough ...	Grammar School, Vicarage Lane	24	£7 & £9 per annum.	66 13 2	—	66 13 2
9015	,, ...	Leeds	Central Higher Grade Board School	590	6d. per week.	3,127 19 8	6 3 0	3,134 2 8
9139	,, ...	,, ...	Church Middle Class School, Vernon Road ...	93	£6 6s. per annum.	403 9 7	—	403 0 7
9008	,, ...	,, ...	Boys' Modern School, Rossington Street ...	185	£2 2s. per term.	864 6 1	—	864 6 1
9064	,, ...	,, ...	Higher Grade Board School, Bewerley Street	135	—	595 11 3	—	595 11 3
9021	,, ...	Middlesborough ...	The High School	92	£4 & £6 per annum.	524 12 0	—	524 12 0
9122	,, ...	Rastrick	Grammar School, Ogden Lane	61	£1 5s. & £1 15s. per term.	216 16 2	0 9 0	217 5 2
9142	,, ...	Redcar	Sir W. Turner's Coatham Grammar School ...	60	£9 9s. per annum.	153 15 6	—	153 15 6
9012	,, ...	Sheffield	Central Higher Grade Board School	201	—	657 5 11	—	657 5 11
9072	,, ...	Todmorden ...	Roomfield Board School	62	—	202 4 2	—	202 4 2
9158	,, ...	York	Archbishop Holgate's Grammar School ...	56	£2 per term.	165 16 7	—	165 16 7
9046	Carmarthenshire	Llanelly	Higher Grade Board School, Coleshill Terrace	136	—	330 2 10	6 9 0	336 11 10
9043	Glamorganshire	Cardiff	Higher Grade Board School, Howard Gardens	264	6d. per week.	998 6 3	—	998 6 3
9188	,,	Ferndale	Higher Grade Board School, North Street ...	—	—	—	—	—
9127	,,	Swansea	Central Higher Grade Board Girls' School, Trinity Place	61	3d. & 9d. per week.	172 7 8	—	172 7 8

School Number.	County.	Place.	School.	Number under Instruction (Day).	Fees.	Grants.		
						Science.	Art.	Total.
						£ s. d.	£ s. d.	£ s. d.
9055	Glamorganshire	Swansea	Central Higher Grade Board Boys' School, Dynevor Place	87	3d. & 6d. per week.	337 18 10	—	337 18 10
9152	,,	,, ...	Intermediate and Technical School, Mount Pleasant	101	£2 10s. per term.	268 1 10	8 8 0	276 9 10
9148	,,	Ystrad Rhondda ...	Ystrad Higher Grade School	54	—	189 5 9	—	189 5 9
9145	Merionethshire...	Towyn	County Intermediate School	48	£5 per session.	215 10 5	—	215 10 5
			174 Schools. Total ...	21,285		82,998 15 10	338 0 0	83,336 15 10

Summary of Schools, Students, and Grants.

	No. of Schools of Science.	Number of Students under Instruction.	Total Grants. £ s. d.
(1) Schools of Science under School Boards	63	10,680	41,555 15 9
(2) ,, ,, under other authorities ...	111	10,605	41,781 0 1
Totals	174	21,285	83,336 15 10

Kindergarten Training for Elementary Teachers.

THERE can be little difference of opinion in these days as to the immense value of Kindergarten methods in the teaching of the Infants' School. As Sir George Kekewich said when presiding over a conference held by the Froebel Society in January of this year:—

> "It is not too much to say that Froebelian methods and Froebelian principles have in these later years revolutionised the work of our Infants' Schools; and I think that has been to the very great advantage and the benefit of the children, not only intellectually, but also as regards their discipline and as regards their moral advantages, and it has promoted what, above all, I wish to see promoted—it has promoted the happiness of the little children. Without that happiness in education, it seems to me there can be no true education. The happiness of the children in the Infants' School brightens all their future lives, and the intellectual activity that they gain under those conditions maintains itself as a lasting power throughout their lives."

At different times encouragement has been given by the Education Department to the introduction of Kindergarten work into Infants' Schools, and now, indeed, "the principles of Kindergarten" is included in the School Management Syllabus for Training Colleges as a subject of study for second year students.

In 1896 an exhaustive enquiry was held by a special subcommittee of the London School Board into the methods of Infants' Schools, and the report states:—

> "The witnesses who have given evidence before us are unanimous in declaring that the methods and results of infants' school work have greatly improved during the last twenty years, and that improvement is due to the influence of the Kindergarten."

The value of Kindergarten once fully admitted, the need of some recognised certificate which should be, as it were, the hall-mark of a teacher's fitness to give instruction by Kindergarten methods was felt. This was supplied by the Teacher's Certificate provided by the National Froebel Union. There has been a growing feeling of late, however, that the Examination Syllabus for the Certificate did not quite meet the special requirements of the case, and the conference referred to above was called:—

"To decide what special course of Froebelian training is desirable for infants' mistresses in elementary schools, in addition to their general professional training, and, if possible, to frame a syllabus indicating the lines of their special preparation."

The conference was a large and representative one, and included members of School Boards, H.M. Inspectors, Principals of Training Colleges, Head Mistresses of Infants' Schools, and others interested in education, and, as stated above, was presided over by Sir George Kekewich.

Miss Manley, Principal of Stockwell College, read a paper introducing a suggested syllabus for elementary teachers. She pointed out that the examination syllabus of the National Froebel Union was inappropriate for the special preparation of the infants' teachers, not only because it overlapped in many important points the syllabus of the Education Department, but because it comprised more than can be accomplished in college training. It might have been added also that it was practically impossible for the acting teacher to accomplish the course in the only time she has for studying, that is, in the evenings.

A scheme was submitted by Miss Manley which would, in her opinion meet the special needs of the elementary teacher, and at the same time not lower the standard. After discussion, in which the views set forth by Miss Manley met with general confirmation, the following resolution was adopted by the Conference:—

"That it is the opinion of this meeting that a syllabus of Froebelian teaching should be drawn up which would especially meet the needs of the elementary school teacher, who is also going through a general training."

A committee appointed to carry out the resolution met on March 17th, 1899, and drew up the following syllabus of Froebelian teaching, with special regard to the needs of the elementary school teacher who is going through a general course of training, or, at any rate, taking the Government Certificate Examinations.

1. The biographies of Froebel and Pestalozzi, emphasizing principles rather than facts.
2. A simple course of Nature teaching, including plant and animal life, and based on an elementary knowledge of botany and zoology; such, for example, as subject XV., General Biology, Elementary Stage ("Science and Art Directory").
3. Gifts and occupations, general.
   General knowledge of Froebelian gifts and occupations.

4. Occupations, special.
   (A) The illustration of two Nature lessons by suitable occupations.
   (B) A short geometrical course, and a short symmetrical course taken in connection with some suitable occupation.
5. Games and stories.

This syllabus was sent to the Council of the Froebel Society, and considered and approved by them. It was then sent to Principals and Lecturers of Training Colleges, and, if accepted by them, it is proposed that joint representation shall be made to the Education Department, with a view to its adoption. We shall await the result of these negotiations with great interest.

We have been favoured with the following statement by a lady, head mistress of an infants' school, who has had great experience in Kindergarten work, and who holds the certificate of the Froebel Society.

A PLEA FOR A SPECIAL FROEBEL CERTIFICATE FOR ELEMENTARY TEACHERS.

There has been during the last few years a complete revolution in the system of infant education.

It has now become an accepted fact that Froebel's methods of educating young children, or those methods which have his principles for their basis, are the best and only methods upon which Infant education (if it is worthy of the name) can be conducted.

The National Froebel Union, by their patient and unwearied efforts, have brought about this change of feeling throughout the country. Everyone interested in education gratefully acknowledges how wide spread and beneficial their influence is.

This influence has been felt principally by the teachers of the better class children. Kindergartens and Kindergarten classes connected with High Schools and Private Schools, taught by students from the Kindergarten Colleges, have been established all over the country.

But the teachers of children attending the Public Elementary Schools have been practically left out in the cold. The education of by far the greater proportion of the school population of the nation is in the hands of these teachers. As yet very little has been done to help them or to encourage them to adopt the Froebelian principles. There are, it must be confessed, a few of the members of the Froebel Society who are full of sympathy for Elementary Teachers, and who have done much personally to help them by advice and encouragement. As a body, the National Froebel

Union has done nothing for them, except for those who are within reach of their lectures in London.

At the present time, in our Pupil Teachers' Centres and our Training Colleges there is no adequate training for Infant teachers—there is no specialized course or syllabus for them—the curriculum for teachers in Senior Schools and teachers in Infant Schools is exactly the same. The consequence is that when the Infant teacher leaves College or gains her certificate as an acting teacher she has to begin and qualify herself for her own peculiar work.

The Education Department, in its Instructions to Inspectors, deplores the fact that the Kindergarten gifts and occupations are so often treated as mere toys or amusing pastimes, while the main object, which is to stimulate the child's intelligence and develop its faculties, is lost sight of. The whole of Appendix VIII. on the Instruction of Infants constitutes an admirable scheme if it were only carried out in the spirit in which it was conceived.

Although the Department wishes the schools to be conducted on Froebelian lines, it gives the teacher (already fully equipped and qualified in all respects but the one most necessary) no assistance whatever. Perhaps a time will come when Infant teachers, studying either at Training Colleges or in private, will be allowed to take the First Year's Papers at their first examination, and the certificate of the National Froebel Union in lieu of their Second Year's Papers. Then will the Infant teacher be fully qualified.

There is no doubt that the Froebel Union could do much to forward their own cause and to help elementary teachers if they would. They could make arrangements for a modified syllabus and a special certificate to be granted to these teachers. By these means they would provide them with a stimulus to study, and to make themselves conversant with the Kindergarten system. This stimulus is at present wanting.

Against the syllabus for students in Kindergarten Colleges there is nothing to be said; but a curriculum that is requisite and fitting for them requires alteration and modification before it meets the necessities of the teachers of Public Elementary Schools. The conditions under which the two classes of teachers work are quite different.

The teacher in the Kindergarten proper has six, eight, or at most twelve, children under her care. These, as a rule, only attend school in the morning, are well-fed and tenderly cared for, and accustomed to being talked to and trained at home. The Infant teacher in a Public Elementary School has a class consisting of forty, fifty, and often more scholars, almost always of the working or lower class. They come to school with

little or no vocabulary ; they are often ill-fed and neglected ; their school life is short, and their home life, in many cases, hinders the work of education, and makes it a most difficult task.

Therefore, if the material to be worked upon as well as the environments of the kindergarten and the Infant teacher are so widely different, why should the course of training be exactly the same ?

There are certainly broad, general principles which must apply to the education of both classes of children, but each class has its own special needs and difficulties.

The present certificate of the National Froebel Union may be gained by elementary teachers, but very few have availed themselves of the permission to enter for examination, and of those who have entered, only a few have passed.

The granting of a special certificate for elementary teachers would not depreciate the value of the present one. On the contrary, it would enhance it. Those who gained it would probably be encouraged to study for the ordinary one.

By means of a syllabus and examination adapted to the particular needs of elementary teachers, the Froebel Union would propagate the ideas which they are so anxious should flourish ; they would reach the class of children to whom their great pioneer, Pestalozzi, devoted his life ; they would influence the little ones, who by-and-bye will form the bulk of the men and women of our land, help to make them good and right-minded citizens ; and what is the least consideration of all, they would probably increase the revenue of the Society.

If the Froebel Union could see their way to adopt these ideas which have occupied the minds of many earnest educationalists for some time, they would be largely instrumental in breaking down the barrier which all Elementary teachers feel exists between them and the Society and its students.

Evening Continuation Schools.

IT will be remembered that the most important alteration contained in the Evening Continuation Schools Code, 1899, was that which permitted scholars, taking one subject only, to earn the variable grant for that subject, provided that at least two subjects were taught in the school. Certain subjects, however, viz., cookery, laundry work, dairy work, and drawing were excluded from the operation of the alteration, the Code stating that no grant should be paid for a scholar on account of any one of these subjects taken alone.

A minute of the Education Department, dated the 4th August, 1899, now places these subjects on terms of equality in this respect with the subjects named in Article 2, and scholars may now earn grants on cookery, or laundry work, or dairy work, or drawing alone. It should, however, be borne in mind that it is still necessary for at least two subjects named in Article 2 of the Code to be taught in the school before grants can be earned.

The following is the text of the minute referred to:—

At the Council Chamber, Whitehall, the 4th day of August, 1899, by the Lords of the Committee of Her Majesty's Most Honourable Privy Council on Education. Their Lordships having considered Articles 15 and 15* of the Evening Continuation Schools Code for 1899:—

Resolved—"That Articles 15 and 15* of the Evening Continuation Schools Code for 1899 be modified by the substitution of the words 'Article 13 (b) (1) and (3)' for the words 'Article 13 (b) (1),' and the omission of the words 'and that no grant shall be paid for a scholar on account of cookery, laundry work, dairy work, drawing, only,' wherever they occur in the said Articles."

Articles 15 and 15* of the Evening Continuation Schools Code, 1899.	The same Article as modified.
15. (*a*) . . .	15. (*a*) . . .
. . . Provided that, for the purposes of Article 13 (b) (3), cookery shall be considered as a subject, and that no grant shall be paid for a scholar on account of cookery only.	. . . Provided that, for the purposes of Article 13 (b) (1) and (3), cookery shall be considered as a subject.
	. . .

(*b*) . . .	(*b*) . . .
. . . Provided that, for the purposes of Article 13 (b) (3), laundry work shall be considered as a subject, and that no grant shall be paid for a scholar on account of laundry work only.	. . . Provided that, for the purposes of Article 13 (b) (1) and (3), laundry work shall be considered as a subject.
(*c*) . . .	(*c*) . . .
. . . Provided that, for the purposes of Article 13 (b) (3), dairy work shall be considered as a subject, and that no grant shall be paid for a scholar on account of dairy work only.	. . . Provided that, for the purposes of Article 13 (b) (1) and (3), dairy work shall be considered as a subject.
15.* . . . Provided that, for the purposes of Article 13 (b) (3), drawing shall be considered as a subject, and that no grant shall be paid for a scholar on account of drawing only.	15.* . . . Provided that, for the purposes of Article 13 (b) (1) and (3), drawing shall be considered as a subject.
	. . .

There is clearly a clerical error in the first part of the resolution set forth in the minute. It should evidently read as follows:—

> Resolved—"That Articles 15 and 15* of the Evening Continuation Schools Code for 1899 be modified by the substitution of the words 'Article 13 (b) (1) and (3)' for the words 'Article 13 (b) (3)'."

That this is the case is shown in that portion of the minute which follows the resolution, where Articles 15 and 15* of the Evening Continuation Schools Code, 1899, and the same articles, as modified, are set forth side by side. There is no reference in Articles 15 and 15* to Article 13 (b) (1): it is Article 13 (b) (3) in every case.

At this period of the year, School Boards all over the country are engaged in putting the finishing touches to their preparations for carrying on Evening Continuation School work during the approaching winter, and it may not be considered an unseasonable time, therefore, to urge School Boards, great and small, to take the fullest advantage of their powers and opportunities for this kind of work.

It is of the greatest importance that School Boards should do their utmost to extend and develop Evening Continuation School work on the broadest possible lines, seeing that these schools afford

the only education of a secondary or advanced character at present available for the great mass of the people.

In this connection it is gratifying to note the splendid advance that is being made by the School Board for London. In the Session 1898-9 the numbers admitted to the London schools were about 109,000, compared with 57,586 in the preceding session, that is, last session practically doubled the numbers of its predecessor. At the same time it should be added that the arrangements for the session 1899-1900, judged from a statement which recently appeared in the Press, and which is given below, are conceived in a liberal and comprehensive spirit.

A statement issued by the School Board for London, with regard to their Evening Continuation Schools, says that the number of pupils admitted to these schools last session rose from 57,586 to about 109,000, showing an increase of about 51,414 compared with the numbers of the preceding session. The eighteenth session will begin on Monday, September 11th. Many new schools will be opened, special classes will be held in certain subjects, and there will be no fees.

As many as 348 schools for general instruction will be opened, and in addition there will be twelve special schools for commercial work, and eight special science and art schools.

Lectures in literature will be given in twenty-one schools, gymnastics will be taught at 58 centres, and ambulance and home nursing will be taught by doctors in upwards of 100 schools. There will also be facilities for women and girls to learn practical cookery, dress-cutting and making, and laundry work, and for men and boys to receive instruction in wood work.

Some form of physical exercise will be taught in all schools. The lantern will, in many cases, be used to illustrate the lessons in geography, history, &c.

Students are prepared for the examinations of the Science and Art Department, Civil Service, Society of Arts, &c., and prizes and certificates are awarded.

In no direction are the great School Boards performing better service than in the earnest efforts that they are putting forth, many of them, for the provision of better facilities for Commercial Education in Evening Schools. Much public interest has recently been aroused on this subject, but it ought never to be forgotten that many School Boards have for years been carrying on this very necessary class of work, and are satisfied that real and substantial benefits to the community have attended their labours. The best results of work of this kind are, however, in the very nature of

things, impossible to be set down in figures, or to be recorded in black and white; but there is some light to be obtained by a perusal of the lists of examining bodies in commercial subjects.

The most important examining body in commercial subjects, indeed, perhaps the recognised examining body, is the Society of Arts, so far as the kingdom at large is concerned. The Society's examinations have a well-deserved reputation for thoroughness, and the tests set err if at all on the side of strictness. The Society's pass list for 1899 shows that twenty-six School Boards presented 1,949 out of a total of 8,750 candidates, and gained 13 prizes, 156 first classes, 427 second classes, 658 third classes, and 83 passes in elementary languages or in music. It is worthy of note, too, that the institution which earned the double distinction of gaining the highest number of first classes, and of carrying off the highest number of prizes at the same time is a School Board.

The following table shows the results at the 1899 examinations so far as School Boards are concerned. The list is encouraging in many respects, and especially as evidence of undoubted weight that some School Boards are doing their duty in the way of the provision of Evening Schools for Commercial Instruction, not less than in other directions:—

SOCIETY OF ARTS.

RESULTS OF THE EXAMINATIONS OF 1899.

CENTRE OF EXAMINATION.	No. of Candidates Examined.	No. of Candidates who Passed.	No. of Unsuccessful Candidates.	No. of Papers Worked.	No. of First Class Certificates.	No. of Second Class Certificates.	No. of Third Class Certificates.	No. of Elementary Language Certifs.	MUSIC. No. of Higher Certificates.	MUSIC. No. of Elemen. Certificates.	No. of Papers to which no Certificate was Awarded.	
Aberdeen School Board ...	149	108	41	156	9	26	50	15	3	9	44	
Benfieldside School Board...	8	7	1	8	4	2	1	...	...	...	1	
Blaydon-on-Tyne Sch. Board	8	1	7	8	...	...	1	...	...	...	7	
Bolton School Board ...	19	17	2	21	...	11	7	...	...	...	3	
Bristol School Board ...	8	6	2	8	...	2	4	...	...	...	2	
Edinburgh School Board ...	9	4	5	9	1	1	2	...	...	...	5	
Gateshead School Board ...	5	5	...	5	...	3	2	...	..	...	...	
Glasgow School Board ...	82	67	15	83	4	25	28	...	1	10	15	
Govan School Board ...	109	61	48	113	2	18	39	4	...	...	50	
Gray's School Board ...	8	5	3	8	1	2	2	...	...	..	3	
Grimsby School Board ...	24	10	14	24	1	5	2	2	...	...	14	
Hanley School Board ...	17	13	4	17	1	4	8	...	...	...	4	
Hebden Bridge School Board	8	7	1	8	2	3	2	..	...		1	
Hexham School Board ...	4	2	2	4	...	...	2	...	...	...	2	
Ipswich School Board ...	46	39	7	53	2	14	22	4	1	2	8	
Jarrow-on-Tyne Sch. Board	32	10	22	32	1	4	5	...	...	...	22	
Leeds School Board ...	53	48	5	55	20	14	15	...	...	...	6	
London School Board ...	899	500	399	945	25	161	313	19	...	.	427	
Macclesfield School Board...	9	9	...	9	1	7	1	...	...	...	...	
Manchester School Board ...	237	189	48	260	61	71	74	4	...	...	50	1
Newcastle-on-Tyne Sch. Bd.	42	31	11	45	5	10	16	2	...	...	12	
Oldham School Board ...	44	31	13	51	4	15	14	...	...	.	18	
Salford School Board ...	47	38	9	54	...	15	26	1	...	...	12	
Scarborough School Board...	6	2	4	8	1	2	1	...	...	...	4	
Sheffield School Board ...	67	44	23	69	11	10	18	6	...	...	24	
Ulverston School Board ...	9	5	4	9	...	2	3	...	...	...	4	
Total No. of Sch. Bd. Centres	1,949	1,259	690	2,062	156	427	658	57	5	21	738	1
Other Institutions	6,801	4,750	2,051	7,519	640	1,636	2,175	370	138	175	2,385	5
TOTAL	8,750	6,009	2,741	9,581	796	2,063	2,833	427	143	196	3,123	6

It must be remembered also that there are local organisations conducting Commercial Examinations in various parts of the country. Such, for instance, as the Unions of Mechanic Institutes in Lancashire, Cheshire, Derbyshire, Yorkshire, and the Midlands. Many School Boards which do not appear in the above table, largely avail themselves of these local examinations.

Board of Education Act, 1899.

CHAPTER XXXIII.

A.D. 1899.

An Act to provide for the Establishment of a Board of Education for England and Wales, and for matters connected therewith. [9th August, 1899.]

BE it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

Establishment Board of Education.

1.—(1) There shall be established a Board of Education charged with the superintendence of matters relating to education in England and Wales.

(2) The Board shall consist of a President, and of the Lord President of the Council (unless he is appointed President of the Board), Her Majesty's Principal Secretaries of State, the First Commissioner of Her Majesty's Treasury, and the Chancellor of Her Majesty's Exchequer.

(3) The existing Vice-President of the Committee of the Privy Council on Education shall also be a member of the Board, but on the next vacancy in his office the office shall be abolished, and the enactments mentioned in the schedule to this Act shall be repealed.

(4) The President of the Board shall be appointed by Her Majesty, and shall hold office during Her Majesty's pleasure.

(5) The Board shall be deemed to be established on the appointment of the President thereof.

Duties and powers of Board of Education.

2.—(1) The Board of Education shall take the place of the Education Department (including the Department of Science and Art), and all enactments and documents shall be construed accordingly.

(2) It shall be lawful for Her Majesty in Council, from time to time, by Order, to transfer to, or make exerciseable by, the Board of Education any of the powers of the Charity Commissioners or of the Board of Agriculture in matters appearing to Her Majesty to relate to education, and the Order may make such provision as appears necessary for applying to the exercise of those powers by the Board of Education the enactments relating to the Charity Commissioners or to the Board of Agriculture.

Provided that any question as to whether an endowment or any part of an endowment is held for or ought to be applied to educational purposes shall be determined by the Charity Commissioners.

Inspection of Secondary schools.

3.—(1) The Board of Education may by their officers, or, after taking the advice of the Consultative Committee herein-after

1899.

mentioned, by any University or other organisation, inspect any school supplying secondary education and desiring to be so inspected, for the purpose of ascertaining the character of the teaching in the school and the nature of the provisions made for the teaching and health of the scholars, and may so inspect the school on such terms as may be fixed by the Board of Education with the consent of the Treasury: Provided that the inspection of schools established by scheme under the Welsh Intermediate Education Act, 1889, shall, subject to regulations made by the Treasury under section nine of that Act, be conducted as heretofore by the Central Welsh Board for Intermediate Education, and that the said Board shall be recognised as the proper organisation for the inspection of any such schools as may be desirous of inspection under this section.

53 Vict.

(2) The Council of any county or county borough may out of any money applicable for the purposes of technical education pay or contribute to the expenses of inspecting under this section any school within their county or borough.

sultative mmittee.

4.—It shall be lawful for Her Majesty in Council. by Order, to establish a Consultative Committee consisting, as to not less than two-thirds, of persons qualified to represent the views of Universities and other bodies interested in education, for the purpose of—

(A) framing, with the approval of the Board of Education, regulations for a register of teachers, which shall be formed and kept in manner to be provided by Order in Council: Provided that the register so formed shall contain the names of the registered teachers arranged in alphabetical order, with an entry in respect to each teacher showing the date of his registration, and giving a brief record of his qualifications and experience; and

(B) advising the Board of Education on any matter referred to the committee by the Board.

ders to be laid fore Parlia- ent.

5.—The draft of any Order proposed to be made under this Act shall be laid before each House of Parliament for not less than four weeks during which that House is sitting, before it is submitted to Her Majesty in Council.

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6.—(1) The Board of Education may appoint such secretaries, officers and servants as the Board may, with the sanction of the Treasury, determine.

(2) There shall be paid, out of moneys provided by Parliament, to the President of the Board, unless he holds another salaried office, such annual salary not exceeding two thousand pounds, and to the secretaries, officers and servants of the Board such salaries or remuneration, as the Treasury may determine.

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7.—(1) The Board of Education may sue and be sued and may for all purposes be described by that name.

(2) The Board shall have an official seal, which shall be officially and judicially noticed, and that seal shall be authenticated by the signature of the President or some member of the Board, or of a secretary, or of some person authorised by the President or some member of the Board to act on behalf of a secretary.

(3) Every document purporting to be an instrument issued by the Board of Education, and to be sealed with the seal of the Board, authenticated in manner provided by this Act, or to be signed by a secretary or any person authorised by the President or some member of the Board to act on behalf of a secretary, shall be received in evidence, and be deemed to be such an instrument without further proof, unless the contrary is shown.

(4) A certificate signed by the President or any member of the Board of Education that any instrument purporting to be made or issued by the President or some member of the Board is so made or issued shall be conclusive evidence of the fact.

Power for President or Secretary to sit in Parliament. 30 & 31 Vict. c. 102. 31 & 32 Vict. c. 48. 31 & 32 Vict. c. 49. 31 & 32 Vict. c. 72.

8.—(1) The office of President of the Board of Education shall not render the person holding it incapable of being elected to, or of voting in, the Commons House of Parliament, and shall be deemed to be an office included in Schedule H. of the Representation of the People Act, 1867; in Schedule H. of the Representation of the People (Scotland) Act, 1868; in Schedule E. of the Representation of the People (Ireland) Act, 1868; and in Part I. of the Schedule of the Promissory Oaths Act, 1868.

(2) After the abolition of the office of the Vice-President of the Committee of the Privy Council on Education, one of the secretaries of the Board of Education shall not by reason of his office be incapable of being elected to or of voting in the Commons House of Parliament.

Extent, commencement and short title.

9.—(1) This Act shall not extend to Scotland or Ireland.

(2) This Act shall come into operation on the first day of April one thousand nine hundred.

(3). This Act may be cited as the Board of Education Act, 1899.

SCHEDULE.

Enactments Repealed.

Session and Chapter.	Short Title.	Extent of Repeal.
19 & 20 Vict. c. 116	The Education Department Act, 1856.	The whole Act.
21 & 22 Vict. c. 97	The Public Health Act, 1858.	In section seven the words "the Vice-President of "the Committee of the "said Privy Council on "Education being one "of them."

Elementary Education (Defective and Epileptic Children) Act, 1899.

CHAPTER XXXII.

. 1899.

An Act to make better provision for the Elementary Education of Defective and Epileptic Children in England and Wales. [9th August 1899.]

BE it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

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1.—(1) A school authority, as defined by the Elementary Education (Blind and Deaf Children) Act, 1893, may, with the approval of the Education Department, make such arrangements as they think fit for ascertaining—

(A) what children in their district, not being imbecile, and not being merely dull or backward, are defective, that is to say, what children by reason of mental or physical defect are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes or schools as are in this Act mentioned; and

(B) what children in their district are epileptic children, that is to say, what children, not being idiots or imbeciles, are unfit by reason of severe epilepsy to attend the ordinary public elementary schools.

(2) The school authority, in making their arrangements under this section, shall provide facilities for enabling any parent, who is of opinion that his child ought to be dealt with under this Act, to present such child to the school authority to be examined, although he may not have been required so to do by that authority; and any school authority failing to provide such facilities shall be deemed to have acted in contravention of this Act.

(3) For the purpose of ascertaining whether a child is defective or epileptic within the meaning of this section, a certificate to that effect by a duly qualified practitioner approved by the Education Department shall be required in each case. The certificate shall be in such form as may be prescribed by the Education Department.

(4) For the purpose of the exercise of the powers conferred by this section, it shall be the duty of the parent of any child who may

be required by the school authority to be examined to cause the child to attend such examination, and any parent who fails to comply with such requirement shall be liable on summary conviction to a fine not exceeding five pounds.

Power to prov for education c defective and e leptic children

2.—(1) Where a school authority have ascertained that there are in their district defective children, they may make provision for the education of such children by all or any of the following means:—

(A) by classes in public elementary schools certified by the Education Department as special classes; or

(B) by boarding out, subject to the regulations of the Education Department, any such child in a house conveniently near to a certified special class or school; or

(C) by establishing schools, certified by the Education Department, for defective children.

(2) Where a school authority have ascertained that there are in their district epileptic children, they may make provision for the education of such children by establishing schools, certified by the Education Department, for epileptic children.

(3) The power conferred by this section shall include power to establish or acquire and to maintain certified schools, and to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment, enlargement, or alteration, and towards the maintenance of certified schools.

(4) A school authority may in respect of children resident in or whose permanent home is in their district and attending certified special classes or schools in the district of another school authority, contribute to that other authority the proportionate cost of the provision and maintenance of such special classes or schools.

(5) The school authority, acting under this section, shall make provision for the examination from time to time of any child dealt with under this section, in order to ascertain whether such child has attained such a mental and physical condition as to be fit to attend the ordinary classes of public elementary schools; and the school authority shall make provision for such examination in the case of any child whose parent claims such examination of his child, provided that the parent shall not make such claim within less than six months after his child has been examined; and any school authority failing to make such provision as this subsection requires shall be deemed to have acted in contravention of this Act.

(6) The Education Department shall not certify any establishment established after the commencement of this Act for boarding and lodging more than fifteen defective or epileptic children in one building or comprising more than four such buildings.

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3.—A school authority may provide guides or conveyances for children who, in the opinion of the school authority, are by reason of any physical or mental defect, unable to attend school without guides or conveyances.

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4.—(1) The duty of a parent under section four of the Elementary Education Act, 1876, to provide elementary instruction for his child shall, in the case of a defective or epileptic child over seven years of age in any place where a certified special class or school is within reach of the child's residence, include the duty to cause the child to attend such a class or school, and a parent shall not be excused from this duty by reason only that a guide or conveyance for the child is necessary.

(2) In the case of an epileptic child whose age exceeds seven years, the school authority may, if they think fit, apply to a court of summary jurisdiction for an order requiring the child to be sent to a certified school for epileptics, and if any parent fails to comply with the order, he shall be deemed to have failed to perform the duty prescribed by section four of the Elementary Education Act, 1876, and may be proceeded against accordingly.

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5.—The provisions of section seven of the Elementary Education (Blind and Deaf Children) Act, 1893, respecting the conditions and effect of the grant of certificates to schools for blind or deaf children shall apply, with the necessary modifications to schools for defective or epileptic children established or proposed to be established under this Act, except that no requirement need be made as to the proportion of the expenses to be defrayed out of private sources.

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6.—The provisions of section five of the Elementary Education (Blind and Deaf Children) Act, 1893 (relating to the powers and expenses of a school authority under that Act) shall apply, with the necessary modifications, to school authorities acting under this Act.

Provided that a parish in which there is a School Board shall be exempt from contributing to the expenses incurred by any District Council acting as a school authority under this Act, and where a school authority are an Urban District Council their expenses as such authority shall be paid out of the fund to be raised in the area for which they are a school authority in the same manner as the fund out of which their general expenses are payable is raised in the urban district.

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7.—Nothing in any Act of Parliament shall prevent the Education Department from giving aid from the Parliamentary grant to a school in respect of education given to defective or epileptic children to such amount and on such conditions as may be directed by or in pursuance of the minutes of the Education Department in force for the time being.

Contribution by parent.

8.—(1) The parent of a defective or epileptic child shall be liable to contribute towards the expenses of the child incurred by a school authority under this Act in like manner and to the like extent as the parent of a blind or deaf child is liable to contribute under section nine of the Elementary Education (Blind and Deaf Children) Act, 1893, and the provisions of that section shall apply accordingly.

(2) The parent of a defective or epileptic child shall not, by reason of any payment made under this Act in respect of the child be deprived of any franchise, right, or privilege, or be subject to any disability or disqualification.

(3) Payments under this Act shall not be made on condition of a child attending any certified school other than such as may be reasonably selected by the parent, nor refused because the child attends or does not attend any particular certified school.

Contribution by guardians of the poor.

9.—The Board of Guardians of any Poor Law Union may contribute such of the expenses of providing, enlarging, or maintaining any certified special class or school under this Act as are certified by the Education Department to have been incurred wholly or partly in respect of scholars taught at the class or school who are either resident in a workhouse or in an institution to which they have been sent by the Guardians from a workhouse or boarded out by the Guardians.

Limitation on liability of school authority.

10.—Nothing in this Act shall be construed as imposing a duty on a school authority to receive in a special class or school established by them any child—

(A) who is resident in, or whose permanent home in their opinion is in, the district of another school authority; or

(B) who is resident in a workhouse, or in any institution to which he has been sent by the Guardians, from a workhouse, or boarded out by the Guardians,

unless that other school authority or, as the case may be, the Guardians are willing to contribute towards the expenses of the education and maintenance of the child such sum as may be agreed on between the authorities concerned.

Period of education for defective and epileptic children.

11.—For the purposes of the Elementary Education Acts, 1870 to 1893, and of this Act, a defective or epileptic boy or girl shall be deemed to be a child until the age of sixteen years, and the period of compulsory education shall, in the case of such a child, extend to sixteen years, and the attendance of such a child at school may be enforced as if it were required by bye-laws made under the Elementary Education Acts, 1870 to 1893, and any such child shall not, in accordance with such bye-laws, be entitled to total or partial exemption from the obligation to attend school.

12.—The provisions regulating religious instruction in certified schools for defective and epileptic children shall be the same as those enacted by section eight of the Elementary Education (Blind and Deaf Children) Act, 1893.

13.—Every school authority shall make to the Education Department such returns as the Department may require; and the Department shall annually lay before both Houses of Parliament a report of their proceedings under this Act during the preceding year, and in that report shall give lists of the schools and classes to which they have granted or refused certificates under this Act during the year, with their reasons for each such refusal.

14.—In this Act—

The expression "school" includes any institution in which defective or epileptic children are boarded or lodged as well as taught, and any establishment for boarding or lodging children taught in a certified special class or school:

Other expressions have, unless the contrary intention appears, the same meaning as in the Elementary Education (Blind and Deaf Children) Act, 1893.

15.—This Act may be cited as the Elementary Education (Defective and Epileptic Children) Act, 1899, and may be cited with the Elementary Education Acts, 1870 to 1893.

VIII.—School Planning.

The Public Elementary School (*continued*).

Interior.—Floors.—Walls.—Pictures for Schools.

TURNING now to the interior arrangements of the school, it will be convenient to continue the consideration of certain matters of detail, attention to which is necessary if the building is to satisfactorily meet the purposes of its provision.

Floors.—These are invariably made of wood, and formed either of ordinary flooring boards, or of what is known as block flooring. The latter arrangement deadens the sound, but the expense of laying is greater. School floors need to be carefully laid down, and should be of the best material. Pitch-pine is very generally used, and makes a good flooring. In the case of wooden blocks great care must be taken to see that they are securely fixed in a pitch or concrete bed, and closely jointed. We have seen wooden block floors which, a few days after the completion of the school, split up in all directions after their first scrubbing. This was because the blocks were not securely and properly laid.

The school should be fire-proof. For the purpose of increasing the strength, and stopping the sound in the school, it is suggested that the wood floors be formed on 6 in. Portland cement concrete, six parts ballast to one part cement. Such concrete for the upper floors should have laid through same 4 in. × 2 in. wrought iron joists, not more than 2 ft. apart centre from centre. The Portland cement, which is always to be used when cement concrete is specified, must be of the best quality, weighing not less than 110 lbs. per strike bushel, filled into a bushel measure as light as possible, and when passed through a sieve of 2,500 meshes to the square inch, the *debris* not to exceed 5 per cent. It must be capable of maintaining a tensile strain of 350 lbs. per square inch seven days after being made into a mould, the specimen being mixed in water as soon as it is set, and so left during the interval of seven days. Furnace ashes or cinders are not to be used in concrete; this, however, need not exclude coal "breeze" or iron slag. In many towns the building regulations of the local authorities provide that the corridors and passages of public buildings (and schools are included in the description) shall not be floored in wood, but shall be concreted to the level of the room floors. Where galleries are provided, or the floors are "stepped" for desks, either in halls or class-rooms, the flooring should be completed under the galleries, &c. On no account should the joists be left open. The floors in class-rooms

and at the ends of halls are sometimes made in steps, the back rows of the desks being thereby slightly raised, in order that the teacher may have a better command of the class. In school planning there are many disputed questions, and this is one about which there is no unanimity. We believe that in Continental schools, where the science of school planning has been much more thoroughly studied than in England, there is an opinion against this stepping of floors; and we have seen it stated that the best plan is to raise the teacher by means of a platform, and leave the floor of the class-room flat. In schools planned on the central hall principle, where there is a suite of three or more class-rooms at each side of the hall (these class-rooms being divided from each other by means of movable partitions, reaching from the floor to the ceiling), there are serious difficulties in "stepping" the floors of the class-rooms. Where the rooms have an outer wall at the back of the desks there is no such difficulty. These remarks apply in general only to rooms intended for the use of children in the standards. In the infants' schools care must be taken in the provision of an adequate supply of galleries for the children. The steps of the galleries for infants should not rise more than five inches each, and comfortable desks, with flat tops for kindergarten work, with backs to seats, should be arranged on infant school galleries. The gangways and passages should be so arranged that the teachers can readily get access to each child. Matters affecting school furniture will be dealt with in another chapter.

WALLS.—The interior walls of the school are generally finished in plaster above the dado height. Rough brickwork spoils the appearance of the school. In some cases, however, there is a happy treatment of facing the interior of the walls with smooth-faced bricks, the joints being carefully finished with putty, and the whole receiving several coats of good oil paint. Some of the early schools of the Leicester Board, of which Mr. Burgess was the architect, were finished in this manner, and the appearance is most effective. On the whole such walls are more cleanly than plaster, seeing that they can be washed down. The dados should be formed either of tiles of approved pattern, with scroll or band at the top, or they may be made of glazed brick of approved colour, with a top band. There should be a slight skirting board made of wood. All plaster substitutes for tiles or bricks in dados should be avoided, plaster is so easily scratched and disfigured by the children. Matchwood boarding for dado purposes has also gone completely out of use. It is not cleanly, and in the course of time becomes very much discoloured and unsightly, besides being a harbour for dirt and vermin. The interior walls of staircases are best formed entirely of glazed brick.

The expense of the building is, however, thereby somewhat increased, and frequently glazed bricks are, in consequence, used only to dado height, the wall being plastered above. On the walls of the class-rooms and halls, picture rods are frequently provided. The practice of hanging up maps and diagrams is not so common as it used to be. Maps in well-equipped schools have their own cupboards.

PICTURES.—It is satisfactory to note the increased attention which is being paid to the supply of suitable pictures for schools. In more than one town associations exist for lending such pictures, but most of the large School Boards now purchase suitable engravings. It is not the most satisfactory mode of hanging a picture to suspend it by a cord from a picture rod. A far better is to plug the wall with wood where required and insert therein hooks, on which the pictures may be hung by means of rings screwed on the backs. There is then no danger of a picture falling through rotten cords or other accidents. Pictures so hung can be kept perfectly straight on the walls. This cannot be safeguarded where they are hung by cords. Good engravings, well-framed in flat oak, and having panelled and dust-proof backs, are most suitable for school decoration. The pictures should be chosen to suit the department, and, as a rule, each picture should tell its own story, upon which the teacher can give an interesting lesson.

Amongst the engravings suitable for the purpose are, "Bolton Abbey," "The Monarch of the Glen," and "Bull-finch and Pair of Nutcrackers," &c. (Landseer), "Changing Pastures" and "Horse Fair" (Bonheur), "Village Wedding" (Fildes), "The Black Brunswicker," "The Order of Release" and "Princes in the Tower" (Millais). This is merely a short list by way of example.

PARTITIONS.—Movable partitions are generally made in wood and glass, the lower panes being figured to prevent distraction of children's attention when seated at their desks. By means of the partitions two or more of the class-rooms may be thrown into one for examination purposes, &c. There are various kinds of partitions for dividing class-rooms. One of the most serviceable and economical is the method of having the partition made in three parts, the front two of which are on rails running in grooves on the floor. By means of such an arrangement two-thirds of the width of the partition is cleared when the divisions are thrown back. The great fault of all doors or partitions running on wheels is that the wheels, if not easily accessible, are liable to get out of order. Admirable fittings are, however, now made for this purpose by the use of a wheel fastened by an outer plate screwed on to the face of the woodwork

of the partition. It is difficult for such a fixture to get out of order, and the divisions of the partition may be easily moved by a small child. It is well to take precautions for the securing of the upper part of the partition, in order to prevent accident by its falling into the room. Some years ago such an accident did take place in a public elementary school. To avoid this danger iron studs should be placed at intervals along the groove to which the partition fits at the ceiling. A useful adjunct to the class-room is a glass black-board let into one of the centre panels of the partition. These black-boards were formerly made of ground plate-glass, painted black at the back, and let into the framework of the partition, but occasionally they were affected by damp, which destroyed the surface of the paint at the back. Now, however, it is possible to purchase black glass, which needs no painting at the back. These glass black-boards show up drawing or writing in chalk very effectively, and they have the advantage of giving no "glint" when the sun shines upon their surface.

A large school may be very effectively ventilated during the intervals between sessions by the throwing open of the windows and the pushing back of the partitions which divide the class-rooms one from the other at each side of the central hall. If, in addition, the class-room doors connected with the hall are kept open, a complete supply of fresh air is very quickly introduced into the whole school. Class-room doors are easily fastened back by spring studs let into the floors. For existing rooms which it may be thought desirable to divide, and which cannot well be supplied with the kind of partition described above, there are other patterns which are effective, some clearing the whole of the floor space and sliding against the wall. Particulars of such partitions are well known to builders.

CLASS-ROOMS.—These may well vary in floor capacity, in order to meet the different sizes of classes. As a rule the largest in a school for the standards need not be planned for more than sixty scholars, and there should be class-rooms to hold forty. The rooms must be planned with the view of the convenient arrangement of the furniture. Each class-room must have a cupboard, which need not, however, be higher than the dado, but must not project so as to interfere with the passage to the desks. The door and fireplace should be on the same side of the room, and facing the children. The door ought to open either outwards or to the left, and not on to the partition dividing the room from the neighbouring class-room. Locks on doors are not, as a rule, required in class-rooms entered from the central hall, seeing that the whole of the premises can be secured when the doors of the halls are locked.

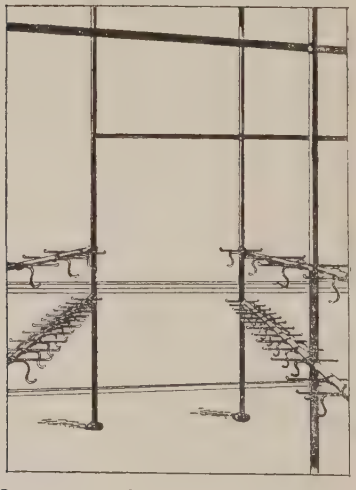
It is not desirable in public elementary schools to have internal locks on doors, except in the case of teachers' rooms. An exception is, of course, made in the case of rooms for storage purposes.

TEACHERS' ROOMS.—In all well-arranged schools there must be retiring rooms for the teachers—one for the head teacher, and another, larger, for the assistants. In the case of mixed schools two assistants' rooms will be required, one for men and one for women. These rooms should be covered with linoleum, and simply furnished, with a good, serviceable table, a few chairs, and a book-case. Where a special lavatory, with or without w.c., is not provided, a wash-basin in a recess should be supplied. Each room should have a lock-up wardrobe. The principal teacher's room, in all cases, to be so situated as to command a view of the central hall and of the adjacent class-rooms.

CLOAK-ROOMS.—The ideal arrangement would be to have a cloak-room for each class-room. Such an arrangement is very frequently adopted in America and in good secondary schools in this country. In public elementary schools, however, there are reasons why general cloak-rooms only can be provided. A great deal of sickness, not to mention discomfort, to the teachers and scholars, may be prevented by careful attention to the children's outer clothing during the time they are in school. The regulations of the Education Department with regard to the provision of cloak-rooms prescribe amongst other things, that they should be external to the school-rooms and class-rooms, with gangways at least 4 ft. wide between the hanging rails, and amply lighted from the ends. Hat and cloak pegs should be 12 in. apart, numbered, and of two tiers. The hanging space necessary to provide a separate peg for each child is thus 6 in. lineal. The rules insist on the thorough ventilation of the cloak-rooms, so that smells are not carried into the school. For the safety of the clothing the cloak-rooms should be capable of being kept locked during school hours. Either in the cloak-rooms, or, preferably, in separate rooms, lavatory basins should be provided for the children. Distinct lavatories are to be preferred, because they can be used during school hours without keeping the cloak-rooms unlocked, and because they do not expose the children's garments to the danger of being accidentally or mischievously wetted. Capital basins are now manufactured of earthenware, with simple arrangements for filling and emptying. All the principal manufacturers of sanitary fittings have good and cheap patterns of wash-bowls for public elementary schools. It should be noted that girls require a larger number of lavatory basins than boys or infants. In connection with the cloak-rooms or lavatory, where distinct, it would

be well to put a house-maid's closet, with water supply, and cupboard, for the use of the caretaker. The hat and coat hooks of the cloak-room are, of course, a most important feature. The best fittings now made are those constructed of wrought-iron tubes, of which a sketch is appended. The height of the lower tier of hooks should be about 3 feet from the ground, the next one being 18 in. higher. These fittings are much better than stands made of wood. They are perfectly cleanly, easily washed, impervious to vermin, and quite rigid, being fixed to plates in the ceiling and floor.

Where a large number are required, they may be fitted up, including cost of standards, plates, rails for hanging, with all accessories, and painted one coat, for about 1s. 4d. per child. The cloak-rooms should be heated either with pipes or fire-places, and each cloak-room ought to contain along the wall a large umbrella rack, with metal tray at the bottom.



SKETCH OF CLOAK-ROOM FITTINGS.

Correspondence.

To the Editors of "The School Board Gazette."

ELEMENTARY EDUCATION (SCHOOL ATTENDANCE) ACT (1893) AMENDMENT ACT, 1899. EXISTING BYE-LAWS.

Will you kindly advise whether, and if so how, the sixth paragraph of Section 1 of the above Act, as follows, applies to this Board's district, seeing the Bye-laws have no provision for partial exemption :—

"Provided also that a child shall be entitled to obtain partial exemption from school attendance on attaining the age of twelve years if such child has made three hundred attendances in not more than two schools during each year for five preceding years whether consecutive or not."

I am of opinion it does apply, because it is a provision attached to the substitution of the age of twelve for the age of eleven under the first paragraph of Section 1 of the above Act. Copy of Board's Bye-laws enclosed.

CLERK.

REPLY.—"The provision in the last clause of Section 1 applies to all districts, whether or not their present Bye-Laws provide for partial exemption. It confers a statutory right to partial exemption—whatever that may mean in this case—upon every child on attaining the age of twelve years, if the child has fulfilled the required conditions as to previous due attendance. The term 'partial exemption' in the Act of 1870 was one to be more accurately defined by the Bye-Laws created under that Act; the term in the present Act can neither be defined nor limited by Bye-Law, and is likely to give rise to some troublesome questions before its meaning is authoritatively settled."

ELEMENTARY SCHOOL TEACHERS' (SUPERANNUATION) ACT, 1898.—DATE OF CONTRIBUTING.—"A number of Teachers who have recently left College, commenced School duties under this Board on the 14th instant. I shall be glad if you will inform me whether in such cases the date for contributing to the Superannuation Fund with the consequent commencement of 'recorded service' will reckon from the month of August or the month of September?"—*Letter to Education Department, 21st August*, 1899.

REPLY.—"Adverting to your letter dated the 21st instant, I am directed to state that the contributions to the deferred annuity fund, of teachers certificated upon the result of the recent Certificate Examination held last month, will run from the 1st instant, from which date they will be recognised as Certificated Teachers (Article 60 (a) of the Code)."—*Letter from Education Department, 24th August*, 1899.

PROLONGATION OF SERVICE.—"Referring to cases of teachers who are already sixty-five years of age, or who are approaching that age, I am instructed to ask whether My Lords will, *on the recommendation of the managers of the school*, prolong the period within which such teachers may be employed, or will more than such recommendation be required?"—*Letter to Education Department, 19th August*, 1899.

REPLY.—"My Lords will be prepared to consider any application addressed to them by your Board for the extension for a limited time of the certificate of any particular teacher, under Section 1 (2) (*c*) of the Elementary School Teachers' (Superannuation) Act, 1898. They cannot, however, undertake that the recommendation of your Board will be invariably accepted. It will be necessary in every case to take the opinion of H. M. Inspector."—*Letter from Education Department, 25th Aug.*, 1899.)

THE

SCHOOL BOARD GAZETTE.

VOL. II. OCTOBER, 1899. NO. 4.

Scholarships.

"There is need for a larger provision of means for transferring pupils from the elementary to the higher school."—(*Royal Commission on Secondary Education Report*, Vol. I., p. 63).

IN the report of the Royal Commissioners on Secondary Education, issued four years ago, the opinion is expressed in no uncertain terms, that there was a great deficiency of means for the transference of pupils from one grade of education to another, and that the best method in our present system of education of supplying such deficiency was by "a liberal system of scholarships" of all kinds, forming the indispensable steps in the educational ladder that connects the primary school with the University College.

Since that time, there has doubtless been a great increase in the number of scholarships and exhibitions offered by various authorities, especially by the Technical Instruction Committees of County Councils and County Boroughs, but it is questionable whether, with some notable exceptions, the provision of scholarships available for the children in the public elementary schools has everywhere proportionately increased. There are scholarships and exhibitions in plenty leading from the secondary and the technical school to the University, from the secondary school to the technical school, from, in some cases, the higher grade school to the technical or secondary school or even to the University College. But of scholarships that pupils in the public elementary schools can compete for with any chance of success there is a distinct dearth.

We can best illustrate what we mean by an example. The Technical Instruction Committee of a certain County Council offer about 160 Exhibitions of the value of £10 each for one year. They are awarded for Science, Art, Music, Commercial Subjects, and

Agriculture, and are open to scholars in public elementary schools, as well as to those in secondary schools. They are divided into two kinds—Junior and Senior. The Senior Exhibitions are reserved for candidates *over* 15 *years of age*. For the Junior Exhibitions candidates *up to the age of* 15 *years* are eligible. It is easy to see how such an age limit will act so far as the chances of pupils in public elementary schools are concerned. Ordinary elementary schools do not usually contain pupils over 15 years of age, so that these schools stand no chance in the competition for the Senior Exhibitions, and with regard to the Junior Exhibitions, it is not surprising to find that the secondary school pupil of 14 years of age is able to carry off most of the successes, when it is remembered that the majority of the scholars in primary schools leave at the age of 12 or 13 years. As a matter of fact, in one year, out of 161 of such Exhibitions awarded, only 28 were gained by candidates from public elementary schools. And yet five years previously, in the same competition, out of 99 Science and Commercial Exhibitions awarded, no less than 50 were carried off by the primary schools. Here we have an illustration of the way in which Exhibitions, originally meant, no doubt, to be impartially open to all classes, are being gradually converted by the operation of an age limit into *close* Exhibitions for the children of well-to-do parents, who, even without such help, would probably be able to give their children a liberal education.

The solution of the difficulty seems to lie in the establishment of a system of "minor" scholarships of small value, open only to scholars in public elementary schools, and with a maximum age limit of, say thirteen years. In this way the boys of exceptional ability in the primary school might be transferred to the secondary school at a comparatively early age, an essential condition both for their own progress and for the good of the secondary school itself. These scholarships would form a step in the educational ladder, which is not provided at present, leading the boy of more than average ability from the ordinary public elementary school to the secondary school.

In many large towns, where there are higher grade schools, much has been done to prolong the school-life of the elementary scholar who shows promise of ability, by means of Local Science and Art Scholarships. These are connected with the Science and Art Department. They are of the value of £9, £12, and £15, for the first, second, and third years, respectively. The money is furnished—£5 for each scholarship by the locality, and the remainder by the Department. The scholarships are

tenable in higher grade schools. Many School Boards have taken advantage of this opportunity for prolonging the education of the most intelligent of the pupils in their ordinary schools, and evidence is not wanting of such scholars passing afterwards to the technical school, the grammar school, or the university, by means of other scholarships obtained from the higher grade schools. The last Report of the Science and Art Department gives a list of the towns where such scholarships have been granted during the year 1898-9. When we find Brighton with 61, Leeds with 61, Manchester 46, Middlesbrough 45, Nottingham 11, Oldham 10, Portsmouth 15, and Widnes 22, in a list too long to quote in full, it is apparent that something, at least, is being done in this way towards the completion of an educational ladder which shall have none of its steps missing, and shall lead without a break from the elementary school to the University.

Notes.

SCHOOL BOARDS entitled to Grants under Section 97 of the Elementary Education Act, 1870, as amended by the Elementary Education Act of 1897, should make early application to the Department for Form 110.

The Boards entitled are those where the net produce of a rate of 3d. in the £ is less than £20, or where such a rate produces a less amount than from 7s. 6d. to 16s. 6d. per scholar in average attendance for the past School Years, according to the Scale laid down in the Act of 1897.

——:——

The rules of the Examinations for Teachers' Diplomas in Cookery recently issued by the Education Department, a copy of which we give this month, would appear to effectually preclude certificated teachers from obtaining the limited diplomas hitherto available, the compulsory period of instruction having been advanced from 180 to 280 hours. This is a matter for regret, as the limited diploma enabled a certificated teacher to teach in her own school and in any evening school. Some School Boards thus secured many of their best teachers of cookery, particularly for night schools. The general complaint regarding the teachers trained by the schools of cookery is that, however proficient they may be in the knowledge of cookery, they have not had the opportunity of learning the art of teaching.

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We hope that the Home Office will soon draw up a comprehensive scheme of manual instruction for day industrial schools and residential industrial schools. The present rules cannot do much for the day industrial schools, as no encouragement is given to children below Standard V. No class of children is in greater need of learning the honest use of their fingers than the children in the day industrial schools, and a course of manual instruction embracing the whole of the standards is wanted. The duties of the office of Inspector of Industrial Schools have never been better discharged than they are at the present time, and a real and intelligent interest being taken in the work of the schools. The managers and teachers now receive proper encouragement, and we believe that we may look forward with confidence to securing the sympathy and co-operation of the Home office in all that will improve the condition of our industrial schools.

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We have great satisfaction in noting the issue of the Instructions to Inspectors of Schools of Science. Hitherto we have been completely in the dark as to the reasons for the very contradictory methods adopted by the Inspectors, and the amounts of grants earned in different districts have given rise to well-founded complaints that throughout the country there was no uniformity of treatment. The need of publishing instructions to Inspectors was very strongly brought before the Departmental Committee on Science and Art Grants by the representatives of the Association of School Boards who gave evidence.

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Reading between the lines of the new Instructions we are happy to recognise signs of the improved administration at South Kensington which we have all so long been contending for. This must give the most lively satisfaction to the School Boards. Hitherto Higher Grade Schools have not had the fullest opportunity of proving what they can accomplish. This opportunity will arrive when the School Boards are granted a free hand to organise their advanced instruction on lines suitable to the requirements of the localities served by the Higher Grade Schools. Next month we propose to give the full text and at the same time point out the direction of further improvement in the methods of giving Government aid to the Higher Grade Schools.

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School Savings Banks.

THRIFT and the husbanding of our resources is a subject of the very highest importance to the welfare of this country. Few will deny the great value of thrift, but the difficulty presents itself when we seek to find out a practical way how to make the men and women of our country thrifty; probably the best solution that has ever been offered is to teach them the lesson when they are boys and girls. It has been said with considerable truth that the art of being thrifty is like a good many other arts, a very difficult one to acquire, and that it is easier to teach it to children than to men and women.

All children should be taught the true value of money, and a very good text book for the purpose is a school savings bank book.

Lessons of thrift are likely to produce the best possible effect upon the community generally, and while teaching the children how to save their pennies, we may arm them with one of the best weapons for self-defence in after life.

It is the experience of nearly all who have acquired wealth, or even a competency, that the hardest part of their struggle was to save the first pound, or hundred, or thousand, as the case might be; this secured, the rest seemed to come as a matter of course. To waste our resources is a bad habit. To practise self-denial in checking the needless expenditure of small sums of money is one of the best habits. Either of these may be easily acquired in childhood. The practise of the first is nearly sure to entail misery and suffering in life. The exercise of the second will most likely lead to independence and happiness. The child may, with the assistance of parents and through the school bank, save a few shillings or pounds, and so ultimately acquire a sum of money which will be a welcome assistance should trouble visit the home, or be of great use to him personally when he comes to leave school and needs equipment for work. The child who is so encouraged to save will acquire lifelong habits of prudence and forethought. The possession of a small amount of ready money by a young person entering on life is almost absolutely necessary for his well being; it may enable a young man, by degrees, to become possessed of a house of his own, or to enter into a small business on his own account, and so lay the foundation of a career of usefulness and prosperity.

With such objects in view, some of the School Boards, very early in their history, established saving banks in their schools. The Education Department took some notice of the movement, and

published certain statistics in their annual report. In several large towns voluntary associations have been established for the encouragement of penny banks. In 1891, when the Assisted Education Act came into force, the Education Department issued an interesting letter to Managers of Schools, encouraging them to make some kind of provision in school hours to enable children to deposit their savings.

The following is a return taken from the Annual Report of the Education Department, showing the number of banks carried on in Elementary Schools in England and Wales:—

SCHOOL SAVINGS BANKS.

Year ended 31st August.	Savings Banks. (No record before 1879.)	Year ended 31st August.	Savings Banks.
1879	848	1889	2,509
1880	1,087	1890	2,498
1881	1,187	1891	2,629
1882	1,376	1892	6,383
1883	1,718	1893	8,548
1884	1,979	1894	8,668
1885	2,046	1895	8,410
1886	2,142	1896	8,065
1887	2,255	1897	6,050
1888	2,429		

It cannot be said that the progress of the movement, as illustrated by these figures, is entirely satisfactory, and the information given is somewhat meagre in character. It would be interesting to know something more of the business carried on in school banks.

We have sought information from about 300 School Boards, and in an appended table we give particulars regarding the work of School Banks carried on by a number of these Boards. In several cases we understand that banks have been tried and given up owing to lack of interest. There are a number of schools where the Post Office slip system is in vogue, by which children may save their pennies by means of postage stamps.

There is no doubt that the most successful savings banks in the country are those which are carried on under the direction of the School Boards. As an example of this, we may quote the town of Leeds, where the transactions during last year exceed 1,000,000, and a sum of nearly £20,000 has been deposited in the School Savings Banks.

It is a frequent charge against School Savings Banks that the withdrawals are excessive. In point of fact the amount of withdrawals is not at all a discredit to the banks. It is found by experience that these withdrawals take place at fixed periods of the year, and it is a fact that thousands of children, particularly in manufacturing districts, depend on the amounts put in the School Bank for their rig-out of clothes and shoes. The saving of money for this purpose is surely thrift in its highest sense.

The general practice of School Boards managing their own banks is to invest the money with the Post Office, the local Trustee Savings Bank, or the bankers of the Board. Interest is not, as a rule, paid to the children, the object of the bank being to act as a channel of supply to the ordinary Savings Bank, and when a depositor has saved 20s., the minimum sum which usually carries interest in an ordinary Savings Bank, the amount is transferred to such a bank.

In a well-arranged system of School Banks it is necessary to have something in the nature of a guarantee fund, to meet the case of any loss of money which may arise in connection with the work. For this purpose it is possible to apply the interest received by the Board on the accumulated deposits of the School Banks. In the case of one Board a large sum of money has been so accumulated, and although in this particular instance there has been deposited during the last twenty years a sum of no less than £200,000, a five-pound note would cover all the losses which have occurred in the School Banks of the town. Some of the surplus money derived from interest has been applied to the assistance of education, and in directions to which the Board cannot apply their School Fund.

The particulars appended may be of use as illustrative of the system of carrying on School Banks. We have also added the interesting letter addressed by the Education Department to School Managers in October, 1891.

In connection with School Banks, we may state that it is of vital importance that the greatest care should be exercised with regard to the savings of the children. The success of these banks almost entirely depends on the interest taken by the teachers, who, in many districts, devote considerable time and attention to their School Banks without any remuneration. In order to have successful School Banks, confidence in the Managers must be secured. It is necessary, of course, to have rules relative to repayments, but whenever possible it is well to allow money to be withdrawn from the bank, in cases of necessity, even without the ordinary notice. Pass books should be promptly handed out to scholars on the day

when the bank is open, and care should be taken to encourage all who have deposits over 20s. to have them transferred to the Post Office or Trustee Savings Bank, the obtaining of the necessary deposit book being done through the office of the Board.

The arrangement of this branch of useful work is one to which it would be well if School Boards generally gave more thought and attention.

THE BOOKS REQUIRED IN A SCHOOL SAVINGS BANK.

The Books required are:—

1. Depositors' Pass Books.
2. The Cash Book.
3. The Ledger.

The Officials who conduct the business of the Bank are:—

1. The Cashier.
2. The Secretary or Book-keeper.

The Bank should be open only on the day and at the hour appointed in the Rules,* and no business can be transacted with depositors at any other time.

Each depositor on opening an account should receive a Pass Book, showing his number in the Ledger, his initials, and the amount of his deposit. The full name of the depositor will appear at the head of his Ledger Account. The initials are only inserted in the Pass Book, so that in case the Pass Book is lost any fraudulent attempt on the part of a finder to withdraw the money may be rendered more difficult of accomplishment. (See example of Pass Book, page 166). The name of the Bank, and the place and time it is held, should be printed on the cover of the Pass Book, together with the names of the Officials of the Bank. An abstract of the Rules of the Bank should be printed on the back of the Pass Book. The Pass Book must be produced every time business is transacted with a depositor.

It is the duty of the Cashier to receive and pay all moneys, and to enter each transaction in the Cash Book, giving the depositor's number, his initials, and the amount either deposited or withdrawn. (For example of Cash Book, see page 167). The Cashier will also enter the date and the amount in the depositor's Pass Book, which should then be passed over to the Book-keeper, who will find the account in the Ledger and enter the date and amount, copying these particulars direct from the Pass Book (see example of Ledger, page 168), after which the Pass Book should be handed back to the depositor. All entries in the Pass Books and Ledger must

* For Rules, see page 172.

be initialled by the person making the same. After the close of the business the Cash should be at once counted, and the Cash Book added up in order to ascertain that they correspond. The Cash must then be forwarded to the offices of the Board,* with an Advice Note (see page 169), signed both by the Cashier and Book-keeper, authenticating the day's transactions, in order that the Officer of the Board, who has the oversight of the Penny Banks, may lodge the amount in the general account at the Bank.

Pass Books are repeatedly lost by the depositors, and it is a good plan to charge a small sum, say one penny, for supplying a new book; the balance to the credit of the account being duly entered in the new Pass Book, and a note made in the Ledger that a new book has been issued, so as to prevent fraud.

Each Bank should have Trustees—say at the least three—these trustees guaranteeing the depositors against loss. As it will be found impracticable to allow interest on deposits as long as they remain in the Penny Bank, there will gradually accumulate at the Bank used by the Trustees an amount of interest which may in time become a respectable guarantee fund.

Transfers

When any depositor has £1 in the Penny Bank, he may have an account opened in his own name, either at a Trustee Savings Bank, or at the Post Office Savings Bank, whichever the Penny Savings Bank works in connection with, and he will then receive interest on the same. Before making any such Transfer, the Book-keeper should inquire whether the depositor has a Pass Book with the Savings Bank; if he has, then he should be requested to bring it; if not, then one of the forms prescribed by the Savings Bank in the case of new depositors should be filled up, in order that a Pass Book may be procured. All Transfers will be effected through the Office of the School Board. But when a Transfer is made, care must be taken to write off the amount in the Penny Bank Pass Book, and also in the Ledger Account of the depositor (see examples). Transfers should be entered in the Cash Book after the repayments.

Annual Statement and Audit.

The Books should be balanced on the 20th November in each year. The Ledger accounts should each be added up, and after the balances due to the depositors have been checked, a list of them should be made, and a total arrived at. This list should be copied

* Or School Committee, if the School is a voluntary one.

in the Cash Book, and follow the last week in the year. The correctness of this list will be found by comparing it with the Cash Book. (For example, see page 170.)

Should there be any discrepancy between the total of the Balances due to depositors taken from the Ledger and the Annual Statement made up from the Cash Book, a rigid examination must be made until the cause of difference is discovered. When the books have been balanced, they should be at once forwarded to the School Board Office for audit.

It will save a good deal of trouble at the end of the year when the books have to be balanced, if, during the year, say every three months, the accuracy of the various books is tested by a trial balance. This can easily be done by adding up the various accounts in pencil in the Ledger, and then finding their correctness by comparing the total of them with the Cash Book Summary, which should be regularly posted up week by week.

The following examples and tables, etc., are appended :—

(1) Example of an opening of Depositor's School Bank Pass Book, p. 166.
(2) Example of page of Cash Book kept by the Cashier, p. 167.
(3) Example of page of Ledger kept by the Book-keeper, p. 168.
(4) Specimen of Advice Note to be forwarded with the Cash to the offices of the Board, p. 169.
(5) Annual Statement and Audit, p. 170.
(6) Example of Cash Book Summary, p. 171.
(7) School Savings Bank Rules, p. 172.
(8) Letter from Education Department on School Banks, p. 172,
(9) Table of Statistics, pp. 178, 179.

EXAMPLE OF AN OPENING OF DEPOSITOR'S SCHOOL BANK PASS BOOK.

NOTE.—When the Withdrawal or Transfer of any amount takes place, the items in the Pass Book are added up, and the amount of such Withdrawal or Transfer is deducted from the total. The entries in this book to be a copy of the Depositor's Ledger Account.

No. 2. W. H.

1891.							1891.					
Jan.	5	J. A. A.	2	9	S. S.		Nov.	23	J. A. A.	6	S. S.	
	12	J. A. A.		6	S. S.		Dec.	7	J. A. A.	3	S. S.	
	19	J. A. A.	2	3	S. S.							
	26	J. A. A.	1	0	S. S.							
			6	6	S. S.							
Feb.	2	Repaid J.A.A.	5	0								
			1	6	S. S.							
Mar.	2	J. A. A.	8	0	S. S.							
	9	J. A. A.	1	6	S. S.							
July	5	J. A. A.		6	S. S.							
Nov.	20	Balance ...	11	6	S. S.							
		Forward ...	11	6					*Forward* ...	11	6	

This example shews two pages of the Pass Book. A little book with 4 leaves, stitched in cardboard back, will be found large enough.

EXAMPLE OF PAGE OF CASH BOOK, KEPT BY THE CASHIER.

Monday, January 5th, 1891.

Deposits.				*Deposits.*				*Deposits.*				*Withdrawals and Transfers.*			
								Forward	3	17	11	*Withdr'w's*			
2 W.H.		2	9	*Forward*	1	18	3	103 J.O.G.			6	103 J.F.		10	0
5 H.N.			1	35 F.O.		10	0	96 C.H.			4	93 J.W.	1	0	0
13 W.B.		5	6	38 T.D.		5	0	105 E.M.		5	0	86 J.S.		2	6
14 J.S.		7	3	19 J.C.			3	11 D.H.		3	0	80 W.L.		5	0
96 J.D.W.			2	24 J.B.			2	6 F.T.		2	6				
31 C.H.			7	87 L.T.		7	0	3 J.M.			7		1	17	6
25 T.W.			5	85 W.H.			2	34 W.B.			5				
95 J.W.		3	1	78 H.B.			1	107 H.L.		1	0	*Transfers*			
32 L.E.D.		5	4	57 H.O.			1					4 J.S.	1	0	0
12 J.P.			1	67 H.S.			7	Total ...	4	11	3	35 F.O.		10	0
44 S.A.S.			8	32 J.H.			6						1	10	0
51 J.G.D.			10	47 J.B.			3								
59 O.H.		2	7	48 J.G.			3	ACCOUNT OF THE CASH.							
65 J.L.		3	6	53 J.R.		5	0	On hand				Withdrwls	1	17	6
33 C.C.		3	4	21 W.O.			4	Deposits	4	11	3	Transfers	1	10	0
27 H.R.		2	1	84 S.R.		10	0					Lodged in S. Bank	1	3	9
Forward	1	18	3	*Forward*	3	17	11		4	11	3		4	11	3

A Foolscap sized book will be found most convenient. Each page to contain three columns ruled in red ink for deposits, and one column ruled in black for withdrawals.

EXAMPLE OF PAGE OF LEDGER, KEPT BY THE BOOK-KEEPER.

NOTE.—When the withdrawal or transfer of any amount takes place, the items in the Ledger are added up, and the amount of such withdrawal or transfer is deducted from the total—see examples below.

2
WILLIAM HULSE,
6, Oxford Road.

1891.		*		
Jan.	5	S.S.	2	9
	12	S.S.		6
	19	S.S.	2	3
	26	S.S.	1	0
			6	6
Feb.	2	S.S.	5	0
		With-		
		drawn.	1	6
Mar.	2	S.S.	8	0
	9	S.S.	1	6
July	6	S.S.		6
			11	6
Nov.	20	Bal.		

5
HERBERT NEAVE,
10, Clarence Street.

1891.					
Jan.	5	S.S.			1
	19	S.S.		2	0
	25	S.S.		1	6
Feb.	9	S.S.			3
Mar.	9	S.S.			2
April	27	S.S.		10	6
May	18	S.S.		8	1
			1	2	7
May	25	S.S.	1	0	0
		Trans-			
		ferred			
Nov.	23	Bal.		2	7
Dec.	7	S.S.			4

13
WILLIAM BROWN,
27, Oldham Road.

1891.					
Jan.	5			5	6
	12			3	0
	19			2	6
	26			1	0
Feb.	9				5
Mar.	2				3
				12	8
May	18	S.S.		12	8
		With-			
		drawn.			
May	25	S.S.		3	6

14
JOHN STOTT,
96, Warwick Street.

1891.					
Jan.	5			7	3
	12				1
	19				1
Feb.	2				2
	9				4
Mar.	2	S.S.		7	11
		Repaid.		7	6
Mar.	9	S.S.		3	5
	16	S.S.		5	0
	23	S.S.		6	0
				14	5
April	6	S.S.		10	0
		Trans-			
		ferred.		4	5

* Initials of Book-keeper.

It will be found most convenient to have the Ledger Foolscap size. There will be room for four Depositors' Accounts on each page, as shewn in above example.

SPECIMEN OF ADVICE NOTE, TO BE FORWARDED WITH THE CASH TO THE OFFICES OF THE BOARD.

REPORT OF DERBY STREET BOARD SCHOOL BANK

For the Week ending January 5th, 1891.

Balance on hand last week (if any)	£			Cash Paid to Depositors (withdrawn)	£1	17	6
Cash received from Depositors.....	£4	11	3	Amount of Transfers.....	£1	10	0
Cash drawn from Bank	£			*(Particulars to be noted on the back hereof.)*			
				Balance lodged in Bank.....	£1	3	9
				Balances remaining on hand (if any)	£		
Number of Transactions, 45.....	£4	11	3		£4	11	3

To be signed by two individuals present during business. J. A. ALLEN. SIDNEY SMITH.

LIST OF BALANCES DUE TO DEPOSITORS, 20TH NOVEMBER, 1891.

Copied from the Ledger into the Cash Book.

Forward ...	4	13	3
No. 2		11	6
5		2	7
13		8	2
14		3	6
18		5	1
20			4
21			7
23			3
26	1	10	0
27	1	7	6
29		3	9
Forward ...	4	13	3

Forward ...	7	18	1
No. 35		5	1
36		6	3
37			7
39		1	8
40		5	0
42		2	6
45		3	1
46		2	2
47		7	6
48		0	0
49		11	0
Forward...	7	18	1

Forward ...	7	18	1
No. 51		2	3
52		1	3
56		1	4
58		7	0
&c.	&c.		
	110	9	7

STATEMENT

MADE UP FROM SUMMARY OF CASH BOOK.

Balance from last year...	50	0	0	Withdrawals	92	2	10
Deposits.....	172	12	5	Transfers ...	20	0	0
				Balance from Cash Book	110	9	7
	222	12	5		222	12	5

THE CASH BOOK SUMMARY, referred to in the foregoing Statement, is made up by copying on to a Form, with the following headings, the Return for each Week as it appears in the Cash Book, and then adding up the columns.

No.	Date.	Number of Transactions.	Deposits.			Withdrawals.			Transfers to Depositor's own name in Savings Bank.			Savings Bank.						In Hand.		
												Deposits.			Repayments.					
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.

This Form is ruled for 52 Weeks.

School Savings Bank Rules.

1.—The Bank is held in the School premises every Monday, at Nine o'clock in the morning.

2.—Any sums from One Penny upwards will be received.

3.—No money will be received or paid out without the production of the Pass Book. The depositor is requested to see that the sums deposited are correctly entered in this Book.

4.—If the depositor loses the Pass Book, a week's notice must be given, and a new Pass Book will be supplied for one penny, in which the balance of the account will be shown.

5.—As soon as any depositor has deposited £1, an account will be opened in his or her name with the* ..... Savings Bank, and interest will be allowed. The Penny Bank will continue to receive future deposits from such depositor, but does not allow interest.

6.—In the event of the death of a depositor, such money as may stand to the credit of the deceased in the hands of the Trustees of the Penny Bank, will be paid to the parents, guardians, or other representatives. The Trustees will pay the same to the person whom they believe to be the legal representative of the deceased child, but will not be responsible for the money if paid to the wrong applicant in error.

7.—The index number and initials of the depositor are written on the Pass Book.

8.—Twice every year the books of the Penny Bank will be forwarded to the School Board Offices for audit, and four times in each year, viz., on the second Monday in February, May, August, and November, every depositor will be required to leave his or her Pass Book at the school for comparison with the Ledger. The Pass Book will be returned to the depositor on the following Monday.

The following is a copy of the letter addressed by the Education Department to School Managers in October, 1891, on the subject of School Banks:—

Circular No. 308.

SCHOOL SAVINGS BANKS.

Education Department,

12th October, 1891.

Sir,

The enactment during the last Parliamentary session of a measure, by which the parents of children attending Public Elementary Schools have been largely relieved from the payment of school fees, furnishes a suitable opportunity for inviting the renewed

* Insert Name of Savings Bank in connection with which the Penny Bank is worked.

attention of School Managers and Teachers to the importance of thrift, and to the exceptional facilities possessed by Elementary Schools for the encouragement of this practice in early life.

In a Circular issued from this Department in July, 1881, my Lords took occasion to urge the consideration of this subject upon all concerned in the management of Elementary Schools; and this appeal met with a ready response in many parts of the country. During the ten years which have since elapsed the number of Banks in connection with Elementary Schools under inspection has greatly increased. There were in 1880, 1,087 such Banks, and in 1890 the number had risen to 2,498. Much, however, yet remains to be done in this direction, and the practical abolition of School Fees has rendered it easier for School Managers and Teachers to enlist the co-operation of parents, and to bring under their special notice the existence of the School Bank and the use which might now be made of it.

The general principles which should be kept in view in relation to this and kindred means of extending the usefulness of our Public Elementary Schools, have been repeatedly brought under the notice of Managers. In the "Instructions to Inspectors"—a copy of which is required by Art. 8 of the Code to be kept in every school—it is pointed out (par. 53) that a good School under favourable conditions does not limit its work to the scheme of instruction prescribed in the Code, or to preparation for examinations; but seeks by many subsidiary expedients to render service to the children, and to exert a right influence on their characters and their aims in life. Among these expedients, the provision of a School Savings Bank is specially enumerated. My Lords consider the present an opportune moment for repeating this suggestion, and for pointing out briefly the reasons which justify it.

Experience has shown that many of the evils which weigh most seriously on the industrial classes in this country are the results of improvidence and waste. But some of these evils admit, at least, of partial remedy. To learn how to economise slender resources, how to resist temptation to needless expense, and how to make reasonable provision for future contingencies, is an important part of education. Such knowledge is calculated to protect its possessor from much trouble and humiliation, and to help him greatly in leading an honourable and independent life.

In mature years, it is often found difficult to acquire this knowledge, and still more difficult to apply it in practice. But in a school much may be done to render its acquisition easy to children, and to show to them the advantages of economy and foresight. Simple lessons on money, on the conditions which affect the rate of wages, on

the relations of skill, prudence, and knowledge to industrial success, and on right ways of spending and saving, may be made very intelligible and interesting to the young.* Economy, however, is a habit; and is to be learned, as other habits are learned, rather by practising it than by listening to demonstrations of its importance. During the school life of a child there arise many temptations to the heedless and wasteful expenditure of small sums; and many occasions on which, if the opportunity were offered, such sums might be usefully and wisely saved. The child who is helped to deny himself some trifling present gratification, who is encouraged to save by degrees a few shillings, and who finds this sum available for the purchase of books or clothes, for helping his parents at a time of family misfortune, or ultimately for his own equipment on leaving school for work, has received a practical lesson in forethought and self-restraint which will probably abide with him for life.

The value of such a lesson is not to be measured solely by its effect on the scholar's own character and welfare. It exercises a reflex influence on the whole household to which he belongs. And when a parent resolves to set apart even a portion of the pence saved under the Education Act of 1891, and to deposit it regularly in the scholars' bank, the educating work of the school is extended to the home, the interest of other members of the family is excited, small economies become easier, and the savings bank, which at first receives only a few trifling sums, becomes recognised as a household institution, to be maintained long after the school life of the youngest child is ended. The possession of even a small reserve, or capital, places it in the power of the workman gradually to acquire the ownership of his house or a piece of land, to take a share in an industrial partnership, or to enter on a small business, which, although at the outset it may only employ himself and his family, may, by his economy, industry, and skill, become the means of employment to many others, and so contribute to the general prosperity. Thrift and temperance are very nearly allied: each is helpful to the other, and having regard to the enormous waste caused by intemperance, there can be little doubt that if the people of these islands were more temperate and thrifty, our home trade and the profitable employment of our people therein would be very greatly increased.

The well-known thrift of the peasantry and artizans of France has had a remarkable influence in adding to their comfort and sense of independence, in developing the commerce and manufactures of that country, and in enabling her people, a few years ago, to recover with extraordinary rapidity from the effect of a great national

* Teachers will find the material for effective lessons on this subject in any good elementary treatise on economic science.

calamity. It cannot be doubted that the institution of the School Savings Bank—*caisse d'epargne scolaire*—has contributed largely to this result. From a memorandum recently presented to Parliament and prepared by an officer of this Department (Report of the Committee of Council on Education, 1890-91, p. 276), it appears that no fewer than 478,173 scholars in the French elementary schools have little banking accounts of their own, and that the total sum standing to their credit is 12,683,312 francs, or more than half a million sterling.

In Belgium, a country with 6,030,043 inhabitants, the School Savings Bank is also a very popular institution, and is largely used by parents in making their earlier and humbler efforts in economy, before they are able to open accounts in their own names. The last official returns for that country show that out of a total number of 622,929 scholars in the primary schools, 171,589 have banking accounts, and that the sum standing to their credit amounts to 2,930,359 francs, or £117,214, the average deposit rather exceeding 16 francs per head. Even this result is described in the official reports as less satisfactory than in some former years, and has been attained during the months of an exceptional crisis seriously affecting the industry and agriculture of the country.

No such extensive use has yet been made of the School Bank system in our own country. But in certain places, and wherever the experiment has been tried in a judicious, business-like, and kindly spirit, it has proved remarkably successful. For example, in the single city of Liverpool, 68 School Banks have been established in connection with the Liverpool Penny Savings Bank Association. Year by year the number of deposits increases, and in 1890 the number of separate children's accounts had risen to 25,114, and the sum deposited to £10,518. Each quarter any child having ten shillings or more in the School Penny Bank, has that sum, or the multiple of it, transferred in his or her own name to the Liverpool Savings Bank, certified under the Act of 1863. This practice lightens the responsibility of the school authorities, and introduces the depositors to a Savings Bank which they may continue to use after leaving school. The sum of £2,523 was so transferred in 1890.

These results have been achieved without the pressure of any authority, but mainly by the voluntary exertions of the friends and Managers of Schools, and by the intelligent co-operation of the Teachers. The advantages of thrift have first been simply explained to the children, and then opportunities for its exercise have been placed within easy reach. In some schools, in which it has been the practice to give small money premiums for special proficiency, industry, or good conduct, the prize has taken the form of a deposit in the Savings Bank in the scholar's name, so that, on

leaving school, he has been presented with a Bank Book and a substantial nucleus for future saving. In Art. 102 of the Code there is a special provision for the payment of certain sums to the Managers of a school in respect of each Pupil Teacher who, at the annual examination, passes fairly or well. The sums thus granted on behalf of the Pupil Teacher may often, with great advantage, be placed in the Savings Bank, and reserved until the completion of his apprenticeship, to meet the expenses necessarily attendant on his admission into a Training College.

My Lords are aware that Penny Banks and Provident Clubs of various kinds have already been founded, in many schools aided by the Parliamentary Grant. In Glasgow, Manchester, Hull, and other large towns, as well as in Liverpool, the Trustees of Savings Banks certified under the Act of 1863 have been actively instrumental in their formation. My Lords have no wish to interfere with any existing plans which are found to work well. Every expedient which encourages economy and forethought has its educational value. But shoe clubs, clothing clubs, and other temporary devices which merely aim at supplying a particular want, have the disadvantage that they do not last after that want is once satisfied, and are of little service in the formation of a permanent habit. What is to be desired is that the scholars should become early familiar with the practice of saving in view of any possible future need. My Lords desire, therefore, to remind School Managers and Teachers of the special facilities offered by the Post Office for the establishment of Penny Banks in schools. Such Banks, when formed, may readily be placed in connection with the local Post Office Savings Bank. Small books for the use of the children have been prepared, and are issued gratuitously, by the Savings Bank Department, and the necessary rules, which are few and simple, will be found printed in each of these books. Suitable ledgers for keeping the accounts of the School Bank in a simple form can also be obtained at a small price. Deposits of small sums should be entered in the scholar's book and in the school ledger, and as soon as the sum paid by any depositor reaches a sufficient amount, he should be assisted to open a separate account in his own name in the Post Office Savings Bank, and he will thus be able, if he wish it, to make his subsequent payments direct to the Post Office. Although the lower limit of deposits in the Post Office Savings Bank is fixed at one shilling, facilities are afforded for saving penny by penny by means of postage stamp slips. This simple plan has proved very serviceable, as a means of interesting children, and helping their earliest efforts to save. The forms specially issued for this purpose are readily procurable, and will be found to contain full directions as to their proper use.

My Lords, while fully appreciating the services which the Teachers of schools may render in the promotion of economy, are unwilling to cast upon them any additional labour and responsibility which might interfere with the proper discharge of their daily duties. They believe, however, that they may rely with some confidence on the good will of School Managers for help in devising and carrying out the needful arrangements. Two or three members of a Local Committee may act as Trustees of the School Bank, and may open an account with the nearest Post Office Savings Bank. On one or two mornings in the week, one of the number should be present to receive deposits, and to conduct the simple business connected with the withdrawal of money or its transfer to the Post Office Bank.

My Lords believe that the general adoption of such a plan will greatly increase the usefulness of the Elementary Schools as instruments for the formation of character, and will, in present circumstances, not be without a valuable influence in awakening the sympathy and interest of parents. They, therefore, invite to the whole subject the consideration of members of School Committees and Boards, and of those persons of leisure and influence who are interested in Elementary Schools, and in the future well-being of the scholars. The Annual Return (Form 9) required to be filled up by Managers has long contained a question respecting the existence of a Bank in the school, and my Lords have recently introduced into this form two further questions respecting the number of scholar depositors, and the total amount standing to their credit. They trust that, year by year, the number of satisfactory replies to these questions will largely increase.

Since occasions often arise in which Teachers and local Managers are asked for counsel respecting other forms of providence and thrift than those immediately connected with a school, an Appendix is added to this letter, containing some particulars which have been drawn up by the authorities of the Post Office in explanation of the kindred agencies by which the habit of saving may be encouraged in later life. It may also be convenient to the Managers to learn from the enclosed leaflet the steps which those authorities have recently taken to enlist the co-operation of local postmasters, and to afford all needful aid to persons interested in the promotion of economy among the industrial classes.

I request that this letter and its enclosure may be preserved in your school portfolio for the information and future reference of the Teachers and Managers.

I am, Sir,

Your obedient servant,

G. W. KEKEWICH.

SAVINGS BANKS CONDUCTED BY SCHOOL BOARDS.

(Note Balances in hand at beginning of year not included in this table.)

School Board.	No. of Banks.	Transactions during Year	Deposits during Year. £ s. d.	Transfers during Year. £ s. d.	Repayments during Year. £ s. d.	Balance in hand end of Year. £ s. d.	Remarks.
Aberdare	21	—	—	—	—	—	Post Office Stamp system.
Barnsley	2	8,783	729 5 7	50 0 0	318 12 4	563 4 7	
Batley	17	14,567	890 13 11	408 0 0	285 11 1	172 19 0	
Belper	10	13,470	397 0 9	84 0 0	310 17 2	149 8 10	
Benwell	1	41	43 18 6	—	28 19 0	14 9 6	
Birkenhead	6	37,458	739 14 6	132 10 0	550 6 9	310 19 1	
Birmingham ...	129	—	10,367 13 10	—	10,525 17 8	1,780 11 8½	
Bolton	10	—	—	—	—	434 16 1	Under Post Office.
Bootle	13	63,324	1,548 3 9	256 5 0	1,224 19 8	481 12 4	
Bradford	31	80,482	2,765 12 3	1,350 12 2	1,624 19 7	713 10 2	
Brighton	—	—	—	—	—	—	Post Office Stamp system.
Brynmawr	3	—	—	—	—	—	Post Office Stamp system.
Burnley	6	—	178 0 6	—	174 16 9	191 7 5	
Burslem	—	—	—	—	—	—	Post Office Stam System.
Burton-on-Trent	31	64,400	1,692 14 2	—	1,292 15 5	399 18 9	Transactions approximate.
Castleford	8	25,21	798 15 8	116 0 0	472 0 3	210 15 5	
Chesterfield ...	15	16,244	652 7 3½	—	602 13 5½	392 19 5½	
Chiswick	1	188	197 7 2	—	29 18 9	171 11 2	Discontinued in other schools.
Clay Lane	5	8,367	1,208 6 7	—	1,158 8 6	2,243 14 8	Post Office Stamp system utilised.
Coventry	14	14,231	464 7 0	18 10 0	457 4 10	298 19 11	
Dalton-in-Furness	7	15,251	396 16 0	—	416 9 6	204 1 7	
Darlington	18	62,123	1,624 10 6	853 0 0	727 19 3	695 13 7	
Eastmoor	3	2,684	88 9 9	—	86 12 9	40 18 8	
Ecclesfield	1	1,036	38 6 8	3 0 0	30 7 5	20 5 2	Rest discontinued.
Farnham	5	2,922	119 1 4	49 12 8	80 13 1	69 0 0	
Finchley	2	8,921	310 13 11	310 13 11	267 0 3	43 13 8	
Gateshead	42	—	3,634 0 0	470 0 0	2,915 0 0	355 0 0	
Goole	9	40,788	2,175 15 2	801 17 9	1,332 16 1	960 2 3	
Hanley	14	33,101	1,422 16 0	—	1,406 0 4	224 0 0	
Harrow	—	—	—	—	—	—	Post Office Stamp system.
Hastings	16	—	787 7 7	—	—	415 10 0	
Hedworth, Monkton, & Jarrow...	18	—	—	—	—	—	Just commenced.
Huddersfield ...	40	77,800	2,696 3 6	1,755 7 2	911 3 4	515 5 4	
Ipswich	22	—	280 14 8	—	—	—	
Isleworth	1	240	89 15 0	89 15 0	85 18 0	3 17 0	
Keighley	10	—	—	—	—	251 8 6	Conducted by Yorkshire Penny Bank.
Kingston-upon-Hull...	119	396,125	10,337 5 0	1,455 13 5	9,324 8 2	2,517 19 4	
Kingswinford ..	—	—	—	—	—	—	Post Office Stamp system.
Leeds	149	858,513	19,130 17 1	5,558 2 7	13,597 17 6	4,920 13 0	
Leicester	52	245,815	5,982 19 10	1,242 10 0	4,748 11 8	2,469 3 6	
Liverpool	108	340,462	8,010 17 5	1,782 12 0	5,998 9 6	3,107 6 1	
Liversedge	6	6,432	363 4 8	141 0 0	142 13 7	79 11 1	
London	231	—	17,428 7 10¾	—	16,692 14 6¾	6,161 13 4¼	
Longton	—	—	—	—	—	—	Post Office Stamp system substituted

PUBLIC LIBRARIES

SAVINGS BANKS CONDUCTED BY SCHOOL BOARDS—*continued.*

School Board.	No. of Banks.	Transactions during Year.	Deposits during Year.	Transfers during Year.	Repayments during Year.	Balance in hand end of Year.	Remarks.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	
ghborough ...	4	9,394	276 19 5	131 8 1	268 14 8	149 2 0	
on	15	28,204	806 17 9	—	758 15 2	371 11 4	
nchester... ...	132	506,729	16,955 2 0	305 1 5	15,903 19 2	6,234 11 1	
thyr Tydvil ...	35	—	—	—	—	—	Post Office Stamp system.
cham	3	4,413	125 10 8	—	96 10 2	46 16 7	Managed by Post Office.
ss Side	4	30,608	920 11 6	53 0 0	774 1 6	382 2 11	
wcastle-on-Tyne	—	—	—	—	—	—	Conducted by Post Office.
rwich	42	—	2,474 9 1	1,255 17 9	2,329 8 6	1,129 0 9	
ttingham ...	85	199,867	6,184 13 0	73 2 6	6,075 2 0	2,133 19 11	
lham	33	124,604	5,614 1 3	—	5,050 13 9	3,413 15 5	
mouth	5	18,107	423 0 1	118 2 0	403 5 7	139 6 6	
ntypridd	6	707	239 2 7	239 2 7	239 2 7	—	
rtsmouth... ...	59	—	720 14 4	—	—	—	
ading	21	—	927 1 8	—	888 15 9	227 9 6	
chdale	20	47,814	1,520 7 8	—	1,409 4 10	539 2 4	
chester	6	25,074	1,152 19 8	695 19 6	851 6 5	262 18 6	
therham ...	2	11,863	377 19 11	111 7 1	239 2 0	129 12 7	
ncorn	3	10,196	276 2 4	123 3 7	238 4 7	134 15 7	
ford	36	153,728	4,377 19 1	131 0 0	4,020 15 10	1,615 16 11	
rborough ...	9	32,476	1,252 19 0	478 0 0	584 6 11	190 12 1	
dgley	19	22,796	887 2 3	411 18 4	702 15 0	315 9 6	
effield	115	306,960	8,991 7 6	1,141 11 8	7,877 1 10	2,622 7 0	
epley	2	1,935	143 6 3	57 4 7	36 11 0	49 10 8	
othill	4	6,040	296 16 9	114 0 0	171 18 2	89 10 4	
uthend-on-Sea	8	2,047	86 5 10	86 5 10	—	—	
uth Shields ...	9	—	2.544 0 11	—	2,474 19 4	2,847 12 9	Post Office Stamp system.
indon	22	—	402 10 3	—	—	—	
ton	11	700	460 0 0	180 0 0	520 0 0	188 0 0	Transactions approximate.
dmorden... ...	4	2,905	172 13 10	117 8 11	55 16 11	44 9 5	
ttenham	38	—	3,245 3 7	—	3,142 12 11	424 7 8	
est Bromwich ..	22	—	241 11 4	—	169 7 1	426 8 6	
est Hartlepool	23	108,722	3,271 14 1	1,251 7 4	1,857 6 4	2,799 17 3	
eston-super-M.	2	105	13 17 0	13 17 0	2 15 0	11 2 0	Return for three months only.
llesden	6	6,073	171 2 10	154 17 4	140 18 4	100 16 4	
olverhampton...	20	38,587	1,095 4 8	—	1,106 19 11	229 9 3	
orcester	2	1,534	37 17 2	—	26 3 0	14 16 6	
rexham	2	174	156 0 0	—	98 0 0	161 0 0	

Prevention of Infection in Schools.*

I.—Arthur Newsholme, M.D., F.R.C.P.,
Medical Officer of Health, Brighton.

The Difficulties.

Increased facility and rapidity of personal communication form one of the most striking features of the present day, affecting the lives not only of the persons living in different parts of the same town or district, but also of those living in different districts and in different countries. Steam power, while bringing with it enormous improvement in the general conditions of life, has thus also greatly facilitated the spread of infectious diseases. This point needs to be remembered in comparing the present with the past incidence of such diseases. The devastating epidemics of the past, followed by, ofttimes protracted, complete absence of infectious disease, have in a large measure ceased, and we have instead less elevated and more protracted epidemic peaks, followed by valleys more shallow than those of old. In other words, the chief infectious diseases tend to be in a higher proportion endemic and in a less proportion epidemic than in former times.

It is not surprising that among the increased means of personal intercommunication, compulsory school attendance, affecting, as it does, the most susceptible period of life, occupies an important place. It is not necessary here to discuss the exact share taken by school attendance in the spread of these diseases, and more particularly of diphtheria. I have elsewhere given my reasons for regarding school infection as only a minor cause of spread of diphtheria, as forming, in other words, but one incident in a battle, which by no means determines the issue of the entire campaign. This, however, does not relieve us from our duty of disputing every inch in the battlefield; and there can be no doubt that our armamentarium for this purpose is at present imperfect or insufficiently utilised in the majority of sanitary districts.

What then are the most important measures applicable to the prevention of the spread of infection in connection with school life? The usual answer is that an elaborate system of medical inspection of school and scholars is necessary. It appears to me that other previous measures are even more imperative.

Early Diagnosis.

The first and most urgent is the provision of prompt medical attendance upon children when they first fall with what may prove to be an infectious complaint. The greater part of the spread of

* A Paper read at the Annual Meeting (1899) of the British Medical Association, and reprinted by permission of Dr. Newsholme and the Editor of the British Medical Journal.

infection in school life is caused by the absence of diagnosis in the acute febrile stage of disease. A child begins with a "bad throat" or an attack of "nettle-rash." Either no doctor is called in, or he does not see the patient until the characteristic signs have partially disappeared. The difficulty in obtaining dispensary letters or other gratuitous medical advice, the rigid rules in connection with such establishments, which frequently necessitate delay in seeing patients for twenty-four to thirty-six hours, operate in the same direction. I am not prepared with any ready-made solution of a most difficult social and medical problem, but so long as the conditions under which medical aid is obtainable remain as at present, it cannot be expected that the mother of half-a-dozen children whose husband earns only 25s. to 30s. a week, and has to pay 7s. a week in rental, will hasten to obtain medical aid in the early stages of diphtheria and scarlet fever when diagnosis can be most readily made and when treatment and isolation can be most beneficially applied.

This introduces us to a second difficulty. A large number of private cheap dispensaries cater for the typical family mentioned above. Qualified medical practitioners give in these dispensaries hasty interviews to patients, who, if more carefully examined, would be found to be suffering from infectious disease. I cannot attempt to state, as I am uncertain, which of the two above-named factors—lack of medical advice or medical advice given under unfavourable conditions—is the more frequent cause of mischief in schools. Together they cause an enormous amount of evil; and no measures for preventing the spread of infection by children attending school in an infectious condition will secure complete success which do not end both of these evil influences.

Medical Inspection of Scholars.

Will the medical inspection of scholars meet the requirements of the case? No doubt much good can be done by this means. Every medical officer of health has probably had the experience of picking out children desquamating from scarlet fever in the class-room of an elementary school; and if scarlet fever is so extremely infective at this stage of the disease as is commonly supposed, it is wonderful that so many children not protected by a preceding attack, are insusceptible to scarlet fever infection. I am strongly of opinion that this disease is most infective in its earliest stage. Medical inspection can secure again the exclusion of children suffering from such suspicious symptoms as recent otorrhœa, enlarged cervical glands, nasal discharge, and so on. Medical inspection can do much more in the case of diphtheria when it is conjoined with the bacteriological examination of secretions taken from the throats of children who have sat in the class-room near a child who has recently had diphtheria. In several cases I have found the

systematic employment of bacteriological diagnosis of the greatest value, when applied to children in an infected class-room and to children who were kept at home with a slight sore throat, but for whom no doctor had been called in. I cannot regard any measures for the prevention of diphtheria in connection with school life as complete which do not include the visitation of schools by a medical man, a careful inspection of the school registers, and the taking of "throat swabs" from children who have sat near undoubted cases of diphtheria, or who have returned to school after a few days' absence with ill-defined illness.

But when all such measures as the above are rigidly enforced, it must, I think, be admitted that the medical inspection of schools has only a limited utility. Let it be utilised to its fullest capacity, but it must not be forgotten that the prevention of the greater part of the spread of infection lies in the hands of the parent and of the private medical practitioner. Failure to diagnose infectious disease at its onset, or wilful or careless neglect on the part of parents to take the necessary precautions when disease is recognised, will still constitute the chief reasons for the spread of infectious diseases in schools.

Visitation of Absentees.

The medical supervision of scholars might be extended to the visitation of absentees at their homes whenever absence is caused by illness. It will not suffice that such visits should be limited to infectious cases. To attempt such a limitation would be to beg the very point at issue. If parents could ensure a visit to their child from a qualified medical practitioner without fee, for diagnostic purposes and for treatment until the patient can be handed over to the family practitioner, there is no doubt about their readiness to accept such an offer. But such visits from the paid medical inspector of the school or sanitary authorities would almost necessarily disorganise all the present arrangements for medical attendance, as they would imply the provision, without the implication of pauperisation, of gratuitous medical relief to the children of school-age of the majority of the English population. On general grounds, this is probably more easily justified than the provision of free meals for poor school children. It does not, however, appear at present to come within the range of practical medical politics.

Notification by School Authority.

At the present time we are dependent in our attempts to prevent the spread of infection in school on (A) the compulsory information supplied under the Infectious Disease (Notification) Act, the operation of which has happily, in the present session of Parliament, been made universal in England and Wales; and (B) the voluntary information supplied by teachers and others, particularly for measles

and whooping-cough, which in the majority of districts are not scheduled among the notifiable diseases.

There is a great and constant struggle among school authorities to increase their "average attendance," as the position of the schools and the amount of monetary grant from the Imperial Exchequer depend upon this. It cannot be expected, therefore, that under ordinary circumstances teachers will always furnish the medical officer of health with information which may lead to the exclusion of their scholars from attendance at school. To meet this objection I have had during the last eighteen months the following plan in operation. The Clerk to the School Board has, on my recommendation, supplied each Board School teacher with forms like the following:—

SCHOOL BOARD FOR BRIGHTON AND PRESTON U.D.

Form for Notification of Infectious Diseases to Medical Officer.

(1)	(2)	(3)	(4)	(5)	(6)
Name and Address of Scholar.	Date of Last Attendance at School.	Date when Reported to M.O.H.	Date when Scholar may return to School.* (*This Column to be filled in by M.O.H.*)	Supposed Nature of Illness.	Inclusive Dates within which Scholar was Absent from School on account of Notice of Sanitary Authority. (*This Column to be filled in by M.O.H.*)

Signature of Medical Officer of Health.
.....
.....

Name of School.....
Department .....
Teacher's Signature.....

The teacher, as soon as he becomes aware of the absence of a scholar on account of what is suspected to be an infectious ailment, sends the form to me with columns (1), (2), (3), and (5) filled in. This is always done promptly, because the advantage (in average attendance) to the school only commences from the date when the form reaches the medical officer of health. The absentee scholar is then visited, and on the basis of the information thus received the medical officer of health fills in columns (4) and (6). Chronic contagious complaints like ringworm are not included, but we sign up for mumps and chicken-pox in addition to the diseases already

* This date is subject to no other case of infectious disease arising in the house.

mentioned. At the end of the school year application is made to the Education Department on Form 101*, the entries in this form being checked from the forms which have been carefully preserved by the teacher during the year. Form 101* is then countersigned by the medical officer of health, who, in addition, writes a formal certificate to the effect that:—

The children belonging to —— School, Brighton, who are enumerated in the accompanying list, to each sheet of which I have appended my signature, were excluded from attendance at school by order of the Sanitary Authority of the County Borough of Brighton.

During the last school year the Brighton School Board has gained an additional grant amounting to £126 17s. 9d. in respect of the arrangement just described. As the average attendance in these Board schools was 10,050 in 1898, while the average attendance in voluntary schools in Brighton (in which exactly the same

FLY-LEAF TO FORM 101*.

_____ School.

County of

1.—What vacations were allowed during the past School year? (Give exact dates.)

2.—During what period or periods was the School closed on account of epidemic sickness or for other causes. (Give exact dates.)

We certify that the children whose names and addresses are entered in column I. were excluded from School for the reasons and period stated in columns II. and III.

Signed _____

Correspondent for the School Managers.

Date _____ Principal Teacher.

I.		II.	III.		IV.
Name of Child.	Address.	Authority for Exclusion on ground of Infectious Disease. †	Period, falling within the School-year, during which child has been excluded from attending School.		Number of actual meetings of the School during the period specified in column III. ‡
			Beginning.	Ending.	

† Enter in this column *S.A.*, if the child was excluded by Notice of Sanitary Authority; *P.*, if under the requirement of any Act of Parliament; and *M.A.*, if under Medical Advice as to children living in infected houses.

‡ No entry may be made in Column IV. for any period during which the School was closed.

N.B.—The Entries for Boys, Girls, and Infants respectively must be kept distinct, and the sex of the Infants distinguished.

arrangement is at work) was 6,287, it is probable that over £200 has been earned during the year in connection with the above arrangement.

It should be noted that the medical officer of health signs up not only for absences of patients, but also of all other children from infected houses. This fact secures the co-operation of teachers and school-attendance officers, and relieves the stress of compulsory school attendance, which, however necessary it may be on general grounds, is not infrequently the means of spread of infection.

I take this opportunity of describing our scheme in some detail as it is not, so far as I am aware, widely adopted.

II.—SIDNEY DAVIES, M.A., M.D., Oxon, D.P.H. Cantab., Plumstead.

DR. DAVIES said: Diphtheria is not so much kept up by school attendance as scarlet fever and measles. The reason why scarlet fever prevalence continues undiminished in spite of an elaborate system of isolation must be school influence. Mild, undetected cases partly account for this, but they are probably not very infectious. Cases of wilful neglect or culpable carelessness—as when a child is sent to school immediately the rash has gone—probably cause many cases of infection. Return cases of scarlet fever and diphtheria probably account for many cases of infection. Children who have discharges from the nose, ear, and other parts of the body may act as carriers of infectious germs for several months without ever having scarlet fever themselves. Medical officers of health should come to some agreement as to what proportion of children absent for measles justifies closure of school or class, and for how long the school should be closed. He would suggest that one-tenth the attendance absent for measles would justify closure, and the duration should be at least one month. It is the duty of school authorities to provide medical inspection of all the children in their schools at frequent intervals, for the detection of children in an infectious condition, or in a condition likely to act as carriers of germs.

III.—H. R. KENWOOD, M.B. Edin., D.P.H. Eng., Conj. Board, Medical Officer of Health and Public Analyst, Stoke Newington and Finchley.

DR. KENWOOD said: My own conviction is that a considerable amount of communicable disease is the direct consequence of bringing large numbers of children together into crowded schoolrooms, and that in the interest of education itself every available means should be taken to reduce it and to remove the well-founded parental complaint, which one hears so often, that children are always "catching things" at school.

Our present measures are inadequate mainly because they fail in the Intelligence Department of the organisation directed against preventable disease, and it is this which more especially requires improving. The knowledge at present obtained by sanitary and school authorities of the occurrence of infectious disease is often not sufficiently complete and prompt; and in seeking for a remedy against this state of things we have to consider that the difficulties mainly arise from (A) medical advice not being sought because of the supposed trivial nature of the disease, or because of the cost, or because of parental ignorance or indifference, and (B) where medical advice is sought, parental ignorance or indifference often leads to the spread of disease at school. I do not think Dr. Newsholme's suggestion of gratuitous medical advice will meet these difficulties nearly as well as the alternative measure of an examination of scholars by a medical man appointed to each district, who, in non-epidemic times, will examine the scholars, say twice a year, with the view of detecting those numerous conditions which unfit a scholar temporarily for school attendance, or which require early correction (such as developmental defects, faulty vision, over-pressure, &c.), and other diseased conditions not necessarily infectious. He should also be able to make a prompt examination of every pupil referred to him at any time by any teacher, and should lecture to and instruct the teachers upon the symptoms of disease in school life. During exceptional prevalence of communicable disease he should make frequent and sometimes daily inspection of the scholars in the schools allotted to him, and all suspicious cases should be excluded from school and, after diagnosis, should be handed over to the care of their regular medical attendant, when such exists.

The London School Board has some admirable instructions ON PAPER, in which it is sought to make the teachers exclude suspicious scholars. They have failed in actual practice, of course, for uninformed school teachers cannot be expected to detect suspicious illness. But teachers would acquire a useful knowledge if properly instructed, and then, in their co-operation with a medical adviser, there is ground to hope for a substantial improvement in the present state of things. The giving of prizes for maximum attendances is wrong in principle, and a scholar often continues attendance with bad results to himself and sometimes to others.

Such an improvement in the Intelligence Department as suggested would give the best results with the minimum of labour and expense, and would, I believe, often obviate the necessity of school closure.* The medical officer of health should generally be the man appointed to do the work, because he has a special knowledge

* In New York during three months, over 4,000 children were excluded in consequence of a careful medical inspection of all the scholars, and of these, 88 were found to be suffering from measles, 167 diphtheria, 32 scarlet fever, and 2,627 from parasitic diseases.

of communicable disease, and he has an early knowledge of epidemic prevalence.

In conclusion, we all of us know what the education authorities will have to say to the suggestion of such an appointment. In a time when no site or structure seems too expensive, and considerable outlay is faced in teaching the Board school scholar a considerable amount of purely ornamental knowledge, it will be said that the appointment will be "too expensive" (trifling as the cost will be), and that it will interfere with education. Such inspections, as a matter of fact, entail very slight hindrance to school work, and a positive gain would result in the better annual average of attendance that such an inspection would ensure by reducing preventable illness among the scholars.

IV.—A. MEARNS FRASER, M.B. Edin., D.P.H. Camb.,
Medical Officer of Health, Portsmouth.

DR. FRASER said: I wish specially to emphasise the value of section 101 in dealing with schools. It is of more use to the medical officer of health than any other school regulation, either in the School Code or Public Health Act. The advantage is that not only can the medical officer of health grant a certificate for the child ill with infectious disease, but also all the children belonging to the same household, for such time as infectious disease may exist in that house. Also, on the occurrence of infectious disease in a school, the medical officer of health can visit the school, thoroughly acquaint the teachers with the first symptoms of the disease, and instruct them that any child who shows any of these symptoms must be sent home at once, and then, if the child is going to have infectious disease, a focus of disease is removed from the school at the earliest opportunity, but if the child is only attacked by a temporary indisposition, then it returns to school in a few days and no harm is done. At the same time, the school does not lose any grant for the time the child is absent from school, as the medical officer of health (under Section 100, School Code) gives a certificate for the time the child is absent.

V.—J. ROLSTON, M.D., L.R.C.S. Edin.,
Devonport.

DR. ROLSTON said: I advise disinfecting clothing of children and the school buildings rather than closing the schools altogether, and that the cases of children absent from school should be reported on by the medical officers of the Board, and then handed over to the medical attendant of the family.

VI.—WALTER SMITH, M.D. Brux.,
Medical Officer, St. Pancras.

DR. SMITH said: Every district of schools should have its own medical officer, who should visit periodically the schools in this

district and leave the medical officer of health to be an administrative officer; and his duty should not be to visit and inspect pupils, except in times of epidemics. The Health Committee of St. Pancras has been in the habit of visiting every school in the district, and in one case the Vestry took procedings where they had been refused admission, which was afterwards taken to the Court of Appeal and lost. He would advocate that the law should be altered, whereby a sanitary authority should have power to inspect every school in its district. The sanitary authorities obtain very little help from the Education Board.

VII.—Joseph Groves, M.B.,
Medical Officer of Health, Isle of Wight Rural District.

Dr. Groves said: I consider the conditions obtaining in towns so different from those of rural districts that the methods necessary in the presence of infectious diseases must vary. The rural health officer is as a General defending a country constantly in danger of invasion. He has his strategic points, and he knows the roads along which infection travels from the towns and their portals. I strongly advise medical officers of health to watch Dr. Newsholme in his work, and to consider the question of the application of some of his modes of procedure to their respective districts. He has himself started voluntary notification of non-notifiable infectious diseases by schoolmasters and mistresses. The forms should have impressed halfpenny stamps. I entirely differ from the view of one of the speakers that the medical officer of health should explain to school managers his reasons for recommending them to close their schools in the presence of spreading disorders, and that he should try to conciliate them and render them less unwilling to do what is right from the sanitary standpoint. The medical officer of health is a person appointed to safeguard the interests of the public health in his district, and in my opinion he has no choice but to do his duty. He has to maintain a stiff back. He knows more about his subject than anybody else in his district, and he is the only person able to judge of what measures are necessary. He knows the attention of the school authorities is simply concentrated upon the grant, and it does seem absurd that he should excuse his action in connection with his sacred duties.

Reply.

Dr. Newsholme said: I am glad to learn that the provision of free diagnosis for poor school-children is not regarded by Dr. S. Davies so Utopian as I had feared. I am anxious not to be misunderstood as minimising the importance of medical inspection of schools. That is most important; but when this is done efficiently, as described by Dr. Kenwood, there is still a large importation of infection into schools from children whose slight illness

has not been medically diagnosed, or has been maldiagnosed. Even though there be daily medical inspection of scholars, much evil will still result from this cause. It is not likely that the adoption of every other measure will entirely obviate the necessity for occasional closure of schools or special classes in schools, and Dr. May's remarks on the ultimative methods by which this can be carried out are of value. It is impossible to discuss fully all the various aspects of this question which have been mentioned. I cannot, however, admit that the chances of infection are so great among children, even in a town, outside as inside school. No definite rule can be made as to the medical officer of health occasionally undertaking personal inspection of suspected absentees. Local circumstances vary, but in many instances efficient control over the spread of an epidemic can only be obtained by the medical officer of health himself conducting the investigation by all the means at his command, bacteriological as well as medical. Dr. Newsholme concluded by moving a resolution requesting the Council of the British Medical Association to make representations to the Educational Department, Whitehall, urging upon the Department the necessity, from the standpoint of the public health, of authorising medical officers of health to inspect all school premises, and to inspect, or secure the inspection of, scholars when the prevalence of infectious disease was judged by him to make such an inspection desirable. The resolution was seconded by Dr. Kenwood, and carried unanimously.

Local Areas of Secondary Education Authorities.

THE following report of the Executive Committee, adopted September 22nd, 1899, will be brought forward at the next meeting of the Association:—

REPORT.

At the special meeting of the Association, held on the 16th December, 1898, a report of the Executive Committee as to local areas was approved. In that report the Committee expressed the opinion that, under the then present circumstances, no practical purpose would be served by recommending any departure from the areas contemplated by the Local Taxation Act of 1890, viz., County Boroughs and Administrative Counties.

The Committee were led to this opinion mainly by the fact that representatives of the County Councils' Association and of the Association of Municipal Corporations had then come to an arrangement by which the non-county boroughs should be included in the administrative counties. At a meeting of the Association of Municipal Corporations, held on the 25th March, 1899, however, the non-county boroughs refused to agree to this arrangement, and in the new situation thus created, the Committee feel themselves justified in asking the Association to consider the subject *de novo* so far as relates to districts other than the County Boroughs.

They think that that situation may render possible a closer approach to the ideal which the Association has always placed before itself, and to which it firmly adheres, viz., that there should be one local authority (and necessarily, therefore, one local area) for primary and secondary education, and that the selection of a suitable area for secondary education will greatly facilitate, and may prove an important step towards the ultimate formation of the desired common authority, and the local unification of education.

In considering what area is desirable, the Committee are of opinion that it must be an existing rating area, and one which, while it is not too small for the purposes of secondary education, shall not be too large for those of primary. The County area, as it stands, is in most cases too large for either purpose, and, if it were adopted, some system of sub-division such as that indicated in the Committee's previous report would be absolutely essential.

After considering the various alternatives, the Executive Committee are of opinion that on the whole the best areas, in addition to County Boroughs, would be those of: (A) Non-County Boroughs, B) Urban and District Councils, and (C) Rural District Councils; ample

powers being, however, given to the educational authorities of such areas to combine with those of any adjoining ones, or with those of neighbouring county boroughs. Power should also be given to the Central Board of Education to require such combination in cases where the Board think it necessary.

Under this plan of defining the area of the local authority, it would be found that in non-county boroughs, and in many of the urban districts, the area of the Municipal or District Council would coincide with that of one (or more) School Boards; in such cases the constitution of the local educational authority could be governed by the same considerations as in the case of county boroughs. In many other districts School Boards do not exist, so the question of their representation would not arise. In districts where the area covered by the School Board (or School Boards) does not coincide with that of the Urban or Rural Council, the representation of the included School Board (or School Boards) should be proportionately diminished, under regulations to be laid down by the Central Board of Education. This latter arrangement would be no longer necessary as soon as the words "County Districts" are substituted for "Parishes" in the 1st schedule of the Education Act, 1870.

Training Ships—Precautions against Fire.

THE destruction by fire, on the 26th July last, of the "Clarence" Reformatory Ship, in the Mersey—a disaster which was happily unattended by any loss of life*—has formed the subject of a careful enquiry by H.M. Inspector of Reformatory and Industrial Schools, Mr. J. G. Legge, with Captain Knox as Naval Assessor.

Looking to the responsibilities of School Boards, and particularly to the natural anxiety of the Boards sending children to industrial school ships, to promote all measures for the safety of such children, we think it of importance that we should give a copy of the main features of Mr. Legge's report. The Home Secretary has decided that the recent disaster to the "Clarence" should be brought under the consideration of those who are specially responsible for the safety of such ships, *i.e.*, the Committees of Management. With this view there has been forwarded to the managers of training ships the letter and enclosure appended to the report, and we desire to express to Mr. Legge our obligation for allowing us to place before our readers the valuable suggestions contained therein.

The Loss of the "Clarence" Reformatory Ship.

(*Report of the Enquiry.*)

"The 'Clarence,' known in the Navy as the 'Royal William,' was the second Catholic reformatory ship of the name, and took the place in the autumn of 1885 of the 'Clarence,' destroyed by fire in January, 1884. That fire was due to incendiarism, for which six boys were sentenced to five years' penal servitude. It was clear from the official records of inspection that the boys of the 'Clarence' were a difficult class to deal with, and that the position of affairs gave grounds at times for anxiety. In the winter of 1894-5 a dispute arose between Captain Statham, R.N., then in command of the ship, and the Managers. The subject of this was a difference between Captain Statham and the Medical Officer. The Managers supported the latter, and Captain Statham was practically dismissed. An enquiry was ordered by the Secretary of State, with the result that the Department held the Captain to have been in the right, and his reinstatement was called for. To this the Managers declined to agree. Thereupon, as the management of the ship ceased to have the confidence of the Department, and the discipline of the ship appeared in serious danger, notice was given that her certificate would be with-

* The Home Secretary, in forwarding to the Committee of Management the Report of the Inspector on the 12th September, expressed his appreciation of the conduct of Captain Yonge and of all the members of the ship's company, officers and boys alike

drawn. Commander Yonge, R.N., took charge of the ship on April 4th, 1895, having been appointed by the Managers about a month previously. Under his command discipline was soon restored, and the position became as satisfactory as it had been under Captain Statham while still supported by the Managers. A re-organisation of the governing body was effected, a new Committee appointed, and the Captain's position rendered more secure by requiring the consent of the Roman Catholic Bishop of Liverpool to his dismissal. On these terms the certificate was restored to the ship. It was clear that Commander Yonge's administration had been marked by much vigour, improvements in many directions being carried out, and all along he received the cordial support of his Committee. There appeared to have been not a single outbreak since Commander Yonge joined the ship, nor anything to indicate any feeling of discontent."

The report then goes exhaustively into a description of the structure of the vessel, and proceeds to give an account of the course of the fire so far as could be traced.

"Coming to the conclusions on the main points of the enquiry, they, the Court of Enquiry, believed the fire broke out in or about the tailor's shop, and it seemed clear that signs of fire were first noticed about 1.15 a.m. The fire must have got a firm hold before any signs of it appeared. How long it had been smouldering there was no evidence to show.

"CAUSE OF THE FIRE.

"On the evidence obtained as to the cause of the fire, that must be matter for speculation. They dismissed any theory that it was occasioned by spontaneous combustion. Nor was there the slightest evidence to show that it was caused by accident. Occasions for accidents were few indeed at the time of year, when comparatively little use was made of the gymnasium and theatre, and consequently lamps were not required. In the tailor's shop a lamp had not been used since February. There remained the theory that the ship was deliberately fired. Of this they confessed that they had received no evidence. They admitted that if done deliberately it was done with an ingenuity which they had been unable to fathom. But they might claim to have established the fact that there was the material in the tailor's shop wherewith to start a fire, a few cuttings swept up on the deck, the bag full of cuttings by the ladder, the shirting kept in a special locker. Further they had shown that were it impossible to enter the shop by the staircase, hatchway, and ladder it was yet possible, in certain conditions, to enter by the skylight, or to throw inflammable material through the skylight. On a ship of that kind it would be folly to shut one's eyes to the probability of there being at least a few boys on board desperate enough to attempt any mischief, and cunning enough to carry it through, or of that abnormal temperament which was well known to dwell upon

arson. Moreover, in such a ship it was impossible to maintain a discipline which should at once be healthy for the mass of boys on board, and strict enough to prevent the possibility of any individual carrying matches. The suggestion that the fire originated in the lining of the ship right against the ship's timbers was a tempting one, for it well explained the slow and steady smouldering process of the fire and the course of the smoke. Here again they must confess that they discovered no means by which a store of inflammable material could have been introduced into the ship's lining. Careful precautions had certainly been taken, by sealing up pigeon-holes, &c., to guard against anything of that kind.

"If it was Incendiarism.

"If the fire was due to an act of incendiarism that would probably leak out in time, as in the case of the fire which destroyed the earlier 'Clarence.' With that they must rest content for the present."

The report then deals with the fire appliances, which would, they thought, have been held by anyone, without experience of the recent fire, ample for all probable risks. "Had it been possible to secure at once, by a rocket or a light, the help of the two tenders of the Mersey Docks and Harbour Board lying at Woodside Ferry, little more than a mile away, or of the Liverpool or Birkenhead Fire Brigades, both of which had arrangements for moving steam fire-engines in a luggage boat or tug, those powerful appliances, worked by skilled hands from outside, might conceivably have got the fire under. The seven large sea-going boats were ample, and in good condition, and the arrangements for lamps and keys were good and to be highly commended.

"The Discipline on Board."

The report states as to discipline :—

"It is not necessary for us to dwell long on this. All the evidence before us goes to show that during the trying circumstances of the night of the 25th July the conduct of both officers and boys was admirable. Of this there was independent evidence both from the Bishop of Shrewsbury, Captain Ashworth, of the ferry boat 'Firefly,' and Rixon, an able seaman on board the ferry boat. There was not the slightest sign of panic, the boys were quickly at their proper stations, all the Captain's orders were duly obeyed, and he had no trouble in quietly passing every single soul down the gangway into the ferry boat when the time had come to desert the ship. Of Commander Yonge it is unnecessary to say more than that he behaved from the first moment to the last in the manner an officer of the Royal Navy in command of a ship should behave.

"That the discipline on board the 'Clarence' had been good may be accepted as beyond dispute. The official reports, both of H.M.

Inspector and Captain Echlin, R.N., indicate a progressive improvement ever since Commander Yonge's appointment. There is the evidence given before us of the petty officer boys and the boys themselves, showing that not only was there no feeling of discontent on board, but there were no grounds for discontent. The picture of the life on board to be drawn from the evidence of Commander Yonge, the Bishop of Shrewsbury, the chaplain, the head schoolmaster, Mr. Kearney (who showed quite a remarkable knowledge of the boys individually), and the boys themselves was an attractive one. Lastly, there is the evidence of the boys' behaviour, during and after the fire, to show the persistence of the good habits of discipline previously instilled into them.

"FIRE EXTINGUISHING RESOURCES OF THE PORT.

"To extinguish fire on any ship in the Mersey there are the following appliances:—The floating tenders of the Mersey Docks and Harbour Board, fitted with powerful steam pumps, and the fire-engines of the Liverpool and Birkenhead Brigades, which can be run on to luggage boats and tugs at short notice, the former from the Prince's Stage, the latter from Woodside Ferry. Both the Liverpool and Birkenhead authorities declared that the 'Clarence' lay outside their district. There is no doubt her moorings were outside Liverpool, but if they were a few yards outside Birkenhead it appeared to us from a study of charts that at ebb-tide a good deal of the ship must have swung within the boundary of Birkenhead. At any rate if the boundary of Birkenhead extends to the centre of the river then the 'Indefatigable,' 'Akbar,' and 'Conway,' moored north of the 'Clarence,' clearly come within the boundary of Birkenhead. There seems to have been no legal claim on any of the three authorities named to render assistance to the 'Clarence,' and the Liverpool and Birkenhead Fire Brigades would, we were given to understand, have required an undertaking that expenses would be paid, though, of course, an application from the Captain of the 'Clarence' would have been regarded as tantamount to such an undertaking. It was clear that the officers in charge of the Docks and Harbour Board tenders had plenary powers to act when they saw occasion for their services. As a matter of fact no intimation reached any of the three authorities until it was too late to render effective assistance. It is puzzling that the fire was not observed, or at any rate noticed to be a dangerous fire by any of the trained eyes on the look-out at the Herculaneum Dock, on the Prince's Stage, on the Dock Board's tenders. The fire was observed from the Herculaneum Dock, some three-quarters of a mile distant, and the smoke was supposed to be simply the result of a steamer or steamers coaling up for the day's work. The view from the Dock Board tenders was obstructed by the Woodside ferry boat, with its high upper works lying south.

"We have already acknowledged the assistance rendered us by the

Mersey Docks and Harbour Board, whose marine surveyor, in company with their assistant solicitor and various officials, gave us valuable information. The fire extinguishing apparatus on board the tenders was powerful, and the free hand allowed the masters a reasonable and practical provision. But the means of inter-communication on their shore system, as well as between that system and the tenders in the river, is perhaps capable of some improvement.

"What is certain in view of the considerations urged above is that the managers of the 'Conway,' the 'Akbar,' and the 'Indefatigable' should take into early consideration the desirability of concerting measures with the Mersey Docks and Harbour Board and the Liverpool and Birkenhead Fire Brigades, whereby immediate assistance may be obtained in the event of an outbreak of fire.

"INSURANCE.

"We have only to add that at the conclusion of our inquiry we went into the question of insurance. We found that the Captain had lost absolutely all his property on board, furniture, library, clothing, &c., to the value of some £2,000, and was not insured, rates on board being so high. The officers on board lost practically everything. Even the bandmaster, who did not sleep on board, lost about £200 worth of music. The ship itself was insured for £12,000 in two parts —£5,000 on behalf of the Admiralty, for the hull and Admiralty fittings, and £7,000 in behalf of the Association for their interest in the vessel, and the fittings they placed on board. The insurance was effected in the Northern, North British, the Mercantile, the Sun, and the Commercial Union Insurance Companies. There can be no doubt that a good deal more has been spent on the vessel by the Association than will be received from the Insurance Companies."

The following are copies of the letter and enclosure appended to the Report:—

LETTER OF HOME SECRETARY TO MANAGERS OF TRAINING SHIPS.

"Great Scotland Yard, S.W.,
"September, 1899.

"DEAR SIR,

"With reference to the recent destruction by fire of the Reformatory ship 'Clarence,' in the Mersey, I am directed by the Secretary of State to bring to the notice of the Managers the following extract from a report of the detailed investigation which took place into the circumstances attending that fire. I beg to request that you will bring the matter under the serious consideration of your Committee, with a view of every possible step being taken to prevent the recurrence of a similar disaster.

"The case of the 'Clarence' does not stand alone as showing that the gravest danger of all arises from smoke, especially when the seat

of the fire is in the hold. The discipline at fire-quarters and at the manœuvre 'Desert ship' may be perfect, the fire appliances may be in perfect order, and yet the smoke render all efforts unavailing. In other cases besides the 'Clarence' it has been found that the pumps could not be worked owing to the smoke for more than a few minutes after the fire had got hold of the ship.

"The Secretary of State therefore wishes to call the attention of the Managers to the desirability of not only securing that all fire appliances on board and fire drill are kept up to a pitch of efficiency, but that arrangements are made by which any outside assistance available may be at once brought to bear in case of need.

"I am, Sir,

"Yours faithfully,

"JAMES G. LEGGE.

"The Secretary to the Managers of the Training Ship."

(COPY OF ENCLOSURE REFERRED TO IN LETTER).

"FIRE APPLIANCES, BOATS, LAMPS, KEYS, &c.

"The FIRE APPLIANCES on board would, we think, have been held by anyone without experience of the recent fire ample for all probable risks. The three Downton pumps were those originally placed in the ship by the Admiralty, and were described by Mr. McGinnis, a naval architect, as 'the finest Admiralty pumps, in perfect working order.' He had often tested them. Captain Echlin, R.N., who, on the nomination of the Admiralty, conducted a naval inspection of the ship for the Home Office in 1897, described the arrangements for putting out fire as good, and the appliances as ample. There were three lengths of hose for each pump, six of canvas, 42 ft. long each, and three of India-rubber, 36 ft. long. They were all serviceable and frequently tested, both at fire-drill, which took place twice a week, and on visits by members of the Committee. But we think that the circumstances of this fire prove:—

"(1) That one or more flood-pipes in the hold would be an advantage in such ships. Smoke is always a danger, and far more so in connection with a fire on board ship than in a house on shore. In this case the smoke actually prevented the orlop deck being entered so as to enable an opening to be made that the hoses might play directly into the hold. The hoses were simply flooding the deck.

"(2) Standards should be placed along the decks, so as to obviate the dragging of hoses about the deck from one point to another, or the coupling up of long, awkward lengths.

"(3) However good the appliances on board and the discipline, smoke is so serious an obstacle in the way of operations on board that there should be the promptest means of calling in outside assistance. In this case had it been possible to

secure, AT ONCE, by a rocket or a light, the help of the two tenders of the Mersey Docks and Harbour Board lying at Woodside Ferry little more than a mile away, or of the Liverpool or Birkenhead Fire Brigades, both of which have arrangements for running steam fire-engines on a luggage boat or tug, these powerful appliances worked by skilled hands from outside might conceivably have got the fire under."

Manual Instruction--Industrial Schools.

THE following notice has been issued by H.M. Inspector of Reformatory and Industrial Schools :—

"With reference to Manual Instruction I beg to draw your attention to the following points :—

"I.—To qualify a Manual Instruction class for a grant it is necessary that drawing should be taught throughout the school, in accordance with the regulations in force.

"MANUAL REGISTERS.

"II.—Each standard to be entered separately and numbered.

"III.—School numbers to be entered against each name.

"IV.—State if attendance entries are for one or two hours.

"V.—Transfers during the year to new standard to be shewn therein from date of transfer.

"VI.—The names of any pupils who leave during the year to be kept on throughout the year in their proper places.

"VII.—Manual Instruction to pupils in standards below Educational Standard V. does not count towards the twenty (two-hour) lessons required to qualify for grant.

"GENERAL.

"VIII.—Changes in hours of Manual Instruction, and ordinary Drawing, and any breaks interfering with the ordinary routine of the school, are to be immediately reported to the Reformatory and Industrial School Office, Great Scotland Yard."

Dress-Making.

City and Guilds of London Institute.

Technological Examinations, 1900.

THE following is a syllabus of the work required for the Dress-making Examination of the City and Guilds of London Institute. It will be of interest to the many School Boards who conduct Evening Schools where this very useful subject is taught.

The Examination will be Practical and Written, and will be so arranged as to test the candidate's skill in Cutting-out, in Fitting, and in Dress-Making.

The Examination will be conducted at various centres throughout the country at which a sufficient number of candidates apply to be examined, and where the Institute's Local Examiners can attend.

The fee for the Examination, to cover the cost of material supplied, is *Two Shillings and Sixpence* for candidates who have made at least 20 attendances at a class registered by the Institute, and *Seven Shillings* for other candidates. Teachers of registered classes will be admitted at the lower fee. Students only who have regularly attended a registered class are eligible for prizes.

The Examination will include—(1) Practical work done by the candidate in presence of the Local Examiners; (2) Written answers to questions, and drawing; (3) Practical work done by the candidate in class or in her own home.

To obtain a Certificate, candidates will be required to pass in each of the parts 1, 2, and 3.

(1) Practical Examination. — Each candidate will be required, in the presence of the Local Examiners, to draft, cut out, and tack a bodice lining from given measurements, and in material supplied by the Institute, with one sleeve tacked in, and to do such other work connected with bodice-making as may be indicated at the time of the Examination. No Charts of any kind may be used during the Examination.

Candidates will be required to bring with them to the Practical Examination a tape measure, a ruler, a tracing wheel, a thimble, scissors, needles, and tacking cotton.

The Practical Examination will be held on Saturday, May 5th, between 2.30 and 6.30 p.m.

(2) THE WRITTEN EXAMINATION will include questions on the following subjects:—

1. The different parts of a dress bodice, including the sleeve and collar; how put together and how finished off.

2. The linings most suitable for such materials as *Velvet*, *Serge*, and *Silk*, and the points to be noted in tacking linings to these materials.

3. Calculation of quantity of material of various widths required for a dress, and cost of dress, including material, lining, making, and finishing.

4. Methods of fastening a dress; the use of whalebones in dress bodices, and substitutes therefor.

5. The various stitches used in dress-making and their application to the material.

6. Drafting of diagram of a plain gored skirt, and method of making, mounting, facing, and braiding the same.

7. Drafting of diagram of a dress bodice and sleeve, showing how the various parts of same should be cut from material of given width.

8. The fixing of the parts of a bodice ready for sewing, and mode of fitting a bodice to a given figure.

The Written Examination will be held on Tuesday, May 1st, 1900, from 7 till 10 p.m.

(3) SPECIMEN WORK.—Each candidate will be required, in the six months preceding the Examination, to make up a bodice to properly fit herself in some material (not cotton), and to complete the same, including button-holes, in all particulars. The button-holes may be made in the bodice or on a piece of material attached. The bodices, which must be quite new and not previously worn, must be made up without any wadding.

The fitting of the dress bodice will be reported on by the Local Examiners, and the work will afterwards be forwarded to London.

After the examination of the work in London, the bodice will be returned to the centre at which the candidate was examined.

The candidate must produce a certificate, to be forwarded with the work, signed, in the case of class candidates, by the teacher of the class, and in the case of other candidates by two responsible persons, to the effect that the work has been done entirely by the candidate herself.

The work done at the Practical Examination, Section 1,

together with the work done by the candidates, Section 3, and the candidates' answers, Section 2, must be packed up and forwarded, *carriage paid*, to the Offices of the Examinations Department of the Institute immediately after each Examination.

Candidates who pass will receive Certificates, and will be arranged in two divisions.

The Care of the Feeble-minded.

[*A Paper read at the Blackpool Health Congress, Sept.* 21-26, 1899.]

By Miss Mary Dendy.

I AM beginning to study the subject which it is my duty to bring before you this morning. I have undertaken that duty only because I have promised myself two things—to lose no opportunity of learning more about my subject, and to take every chance of pushing to the front one aspect of it, the extreme importance of which has been most painfully impressed upon me: I mean the absolute necessity for Preventive Measures in dealing with the feeble-minded or defective. No maxim is more frequently quoted than "Prevention is better than cure," and, outside of the medical profession, no maxim is more persistently disregarded. Perhaps this is natural. People, as a rule, want to see immediate results from their work. They want to see sick people made well and sad people made happy and dirty places cleansed. There is, however, a higher claim upon all leaning towards whatsoever things are truly beautiful and of good report. Is there any worker for hospital, workhouse, or gaol who does not, at times, feel heart-broken in witnessing the long procession of invalids, paupers, idiots, and criminals? Who does not say to himself, "To what purpose all my work? The evil grows unceasingly."

But how if the evil might be stopped? Not for ourselves, but for a future generation. Could we not then rise to that higher unselfishness which is content to labour all a lifetime through, to fight all a lifetime through, in order that those who come after us may have less to fight with? It is because this point of view is not yet generally taken that it is difficult to procure sympathy for the imbecile as yet unborn, and the society to which he will prove a curse. This is the sympathy now asked for. This is the comprehending sympathy which must be forthcoming, if our nation is not to sink—dragged down in the scale of existence by its own diseases. A chain is no stronger than its weakest link, and the weakest link in the chain of our social life is the mass of mentally-feeble persons who live amongst us, unguarded and unguided, suffering and helpless, and perpetually propagating their species. The time has come when this trouble must be dealt with; very kindly, very gently, very tenderly as far as individuals are concerned; but very plainly, very sensibly, very scientifically so far as society at large is concerned.

It is not possible to tell you in fifteen minutes even the little that I know about this matter. We shall learn more from those who are to follow me. I want to put before you some facts to bear out my assertion, that the care of the Feeble-minded must be preventive—that is, that it must be permanent.

It is difficult to define exactly what Feebleness of Mind is; where it melts into imbecility on the one hand, or into mere dullness on the other. For working purposes, however, the Commissioners in Lunacy have given us a useful guide. They speak of the feeble in mind as "Persons who are not the subjects of such a degree of mental unsoundness as, in the opinion of the Medical Officers, renders them certificable in the present state of the law, and are, therefore, unable to be detained against their will, although they are not sufficiently of sound mind to be able to take care of themselves."

Allow me to give you a typical instance of what happens to these persons who are "unable to take care of themselves." (I use the word "happens" advisedly. Everything "happens" to these poor souls. They are not responsible agents in the occurrences of their miserable lives.) This instance came to my notice recently. Mrs. B., aged 28, was married at 16 to B., notoriously half-witted. She "did not know he was silly" when she married him. He sells newspapers for a living. She is very ill; boasts that the doctors tell her she has only four months to live. At the present time she is moderately sober, but is rather proud of having been drunk for five years previously to the last few weeks. One wonders how she did it, on an income derived principally from the sale of newspapers. She has had ten children. Fortunately she has, as the phrase goes, buried eight. The remaining two are Feeble in Mind—the elder a girl of 12, in a very marked degree. In all probability, this child, will have children before very long. There is no woman-guardian who cannot tell us of poor, little Feeble-minded girls lying in workhouse maternity wards with their infants. When Mrs. B. dies, there is nothing to prevent B. from marrying again. I have chosen this case because most of the cases cited in this connection are those of women. The immediate sufferings of women are more obvious, and for this reason, more provision has been made for them than for men; but it appears to me that the risks to posterity are equally as great from Feeble-minded fathers as from Feeble-minded mothers, and it is noteworthy that there are about four boys of this type to every three girls.

This is not an isolated instance. I am not speaking haphazard in saying that the Feeble-minded form a large and constantly increasing proportion of the population of our large cities.

I have in my possession the names and addresses of more than 500 boys and girls and young people, in Manchester and the neighbourhood, whose minds and brains are more or less defective.

In the winter of 1897-98 there were in Manchester at least a thousand boys and girls whose minds were below the average. At that time the school-going population of Manchester was, according to the books, 100,322 (rather more than a sixth of the population), of these, 44,463 were in the Board Schools. Of these, again, 30,600 children in actual attendance were seen at their work, and 525 were selected as being apparently abnormal and fit subjects for the Special Classes of the School Board.

A further examination, made with infinite care and patience by Dr. Ashby, gave the following results: Five hundred children were examined, 299 boys and 201 girls; 214 of these were "dull and backward," it being understood that the backwardness arose from the child's condition, and not from its home-surroundings; 276 were "mentally feeble"; 4 were deaf-mutes; 6 did not appear to be sufficiently behindhand to come under either of the above terms; 134 of these children had defective speech in one form or another.

The Special Classes of the School Board will do much for these children, and the teaching thus provided is all that the law as it now stands can give to them.

I wish to emphasise the fact that this teaching, helpful as it is, so far as it goes, costly as it is in the demand it makes for skilled teachers, extra accommodation, and expensive apparatus, must be, to a great extent, wasted if, in some way or another, the care of the Feeble-minded be not made permanent. When the best has been done that can be done for these children by day school teaching, there will remain a large number quite unable to take care of themselves when they leave school. In addition to the 500 children seen in the schools, I have particulars of 47 cases excused school attendance and seen in their own homes.

A careful analysis of the reports gives the following results:—

I find that of the 500 seen in school, 78 boys and 63 girls are so defective as to make it impossible that they can ever reach a normal mental standard. Of these, 4 boys and 8 girls are so imbecile that they ought now to be in an asylum. Of those excused school attendance, there are 22 boys of this type, of whom 10 are asylum cases, and 11 girls, of whom three are asylum cases.

We thus get a total of 100 boys, of whom 14 are asylum cases,
and 74 girls, „ „ 11 „ „

These figures, I will ask you to remember, apply to Board School children only. There is reason to suppose that similar results would be obtained from an examination of the whole of the school-going population.

Now, having carefully excluded all children from whom there is any possibility that, with great pains, they may be brought to a condition in which they can care for themselves, we find that we have, amongst rather less than half the school children of Manchester, 174 boys and girls who can never, whilst left to their own care, be safe or harmless members of our community. For 25 of these the law provides. They are imbeciles. Is it not an appalling fact that there should be, at one time, in our city, 149 boys and girls (and probably double that number) of school age, all of whom must always be unable to guard themselves or guide themselves: all of whom will be at liberty to become parents, and whose own parents, even when they are anxious to protect them, can find no place in which they may be safe and well and happy?

So much for things as they are. Let me dwell for five minutes on things as they will be. It is proved beyond question, that defective children are capable of great improvement, and can be brought, by careful and patient training, to do many kinds of productive work with great accuracy, under supervision, and to take great pleasure in such work. They are, as a rule, docile and affectionate, the lack of will-power that renders them such a danger to society when at large, making them peculiarly easy to guide; they are as susceptible to good as to evil influences, if—a big if—they are brought under control before they have formed bad habits—before they have become used to the life of the streets. School Boards have now power to deal with these children up to the age of sixteen. At present the law goes no further. We will assume that the law is waiting for an object lesson, and we will provide one. We want Boarding Schools for these children to which they may be transferred from the Special Classes, without any interval spent in destroying the good effects of day school teaching. At such a point in each child's life as seems desirable, it must be "sent to Boarding School." The parents will, in most instances, be glad to pay something towards the expense incurred. In the Boarding Schools the good habits of the Day School will be maintained, and the education already given will be utilised. As soon as possible, the child will be occupied in remunerative labour; well-fed, well-clothed, and never over-worked, it will be in the most favourable conditions for doing as much as possible towards its own support. The schools will be graded, and as the children grow up they will be passed on into adult

schools, gradually accustoming themselves to their surroundings until it would be impossible to them to break loose and cut themselves adrift. Children they must remain all their lives; happy, harmless children, instead of dangerous and degraded ones.

Considerable expense will have to be incurred at first, but ultimately the plan will prove to be economical. Lately, a woman was sentenced to imprisonment for the fortieth time. She was known to be of Feeble mind. She would have cost the State less had she been placed in a Boarding School as a child. The paper that reported the case told of a boy taken up for train-wrecking—he was known to be of Feeble mind. He would have cost the State less in a Boarding School.

But, apart from the question of money, have we any right to permit things to be as they are any longer? We must bear in mind that we cannot regard these Feeble-minded brethren as sinners. Sin there must be, where so much evil is, but surely it lies where the responsibility lies, and that is, with every sane person who sees and knows.

How much longer shall we dare to hand down to a future generation this heritage of pain and misery?

Cookery Diplomas, 1899.

THE following information has been issued by the Education Department with reference to the Examination for the Teachers' Diploma :—

INFORMATION TO CORRESPONDENTS.

1. AGE LIMIT AND MEDICAL CERTIFICATES:

Candidates must be 19 years of age and have forwarded a satisfactory Medical Certificate, before they will receive permission to be examined for a Cookery Teacher's Diploma.

2. PERIOD OF TRAINING:

A minimum number of hours, viz., 840, are required for the training of each Candidate, but Committees of the Training Schools are at liberty to extend the training over a greater number of hours if they desire to do so.

3. HOURS PER WEEK :

(*a*) If the Candidates desire to train in two domestic subjects concurrently, it is considered that not less than 15 hours per week should be devoted to either Cookery or Laundry work.

(*b*) If Cookery and Laundry Work are taken concurrently, it is considered that not less than 15 hours should be devoted to Cookery, and the remainder to Laundry Work.

(*c*) If Cookery or Laundry Work is taken as a single subject, *i.e.*, not coupled with any other subject, or with each other, not less than 20 hours per week should be devoted to the single subject.

4. HOURS DEVOTED TO CLASS TEACHING:

Not less than 80 hours, or more than 100, may be deducted for training in teaching Classes of children from the minimum number required, *i.e.*, 840 hours. This takes the place of the regulation as to one-sixth of the period of training stated in Circular 317.

5. HOURS DEVOTED TO SCIENCE AND TEACHING:

The Committees will make their own arrangements as regards the time allowed to students for studying Elementary Hygiene, Chemistry (*Alternative Course*), and the Principles and Practice of Teaching, but it must be understood that not more than 80 hours may be

deducted for these subjects from the minimum number required, *i.e.*, 840 hours.

6. LIMITED DIPLOMA:

The total number of hours required for the Limited Diploma will be 280.

7. HOURS PER WEEK:

Candidates should spend not less than five hours per week in training for this Certificate, but should be encouraged to devote seven hours if possible.

8. HOURS DEVOTED TO CLASS TEACHING:

Not less than 26 hours must be spent in training in teaching children Cookery.

9. SPECIAL PAPER:

These Candidates will not be required to hold the Science and Art Certificates, but are expected to take the special paper on Food (*i.e.*, *Part II. of Paper B.*), and the other theoretical papers set by the Department (*see Paragraphs* 13 *and* 14).

10. NOTICE OF SCHOOL HOLIDAYS, &C.:

Notice of School Holidays, either for one day or the usual vacations, must be notified to the Inspectress of Cookery at the above Department, within seven days of the proposed holiday. Cards will be supplied for this purpose on application to the Inspectress of Cookery, Education Department.

11. DIVISION OF SCHOOL YEAR:

For the purpose of Examination my Lords have decided to divide the year into Three Terms, *i.e.*, Winter, Summer, and Autumn:

Winter Term	...	January to Easter.
Summer Term	...	Easter to end of July.
Autumn Term	...	August to end of December.

N.B.—The length of vacations and when they should occur is left to the option of the Committees.

12. THEORETICAL EXAMINATIONS:

In accordance with the desire of the Training School Authorities, two papers will be set on the Theory of Cookery and on Food.

13. NATURE OF PAPER A.:

Paper A. will contain Questions on Scullery Work, Kitchen Economics, Artisan and Household Cookery.

NATURE OF PAPER B.:

Paper B. will contain Questions on Superior Household Cookery and on Food. Part I. on Superior Household Cookery to be omitted by Candidates for the Limited Diploma.

14. PAPER C.:

A Paper (*called Paper C.*) will be set on Theory and Practice of Education, and will contain a Question on Notes of Lessons, and the time will, therefore, be lengthened to three hours, instead of the one-and-a half hours mentioned in Circular 409.

N.B.—Marks will be deducted in the above Examinations for faulty spelling and composition.

15. SCIENCE CERTIFICATES:

Two Science Certificates only, viz., Elementary Hygiene and Chemistry (*Alternative Course*) will be required of Candidates.

16. PROVISIONAL DIPLOMA:

(*a*) No Candidate will be granted a First Class Cookery Diploma until she holds these two Certificates. If any Candidate passes First Class in all other sections of the training, she will receive a Provisional Diploma, which will be raised to a First Class if within two years she satisfies the Department that she has passed both the above Science Examinations.

(*b*) Candidates failing to obtain these Certificates within two years will receive a Second Class Diploma at the end of that time.

N.B.—This paragraph does not apply to Candidates for the Limited Diploma.

17. FORMS FOR THEORETICAL EXAMINATIONS:

Forms on which to enter the names of Candidates who intend to take the Theoretical Examinations in Divisions A, B, C, D, respectively, will be sent to the Training Schools to be filled in, during the course of each term.

A.—Names of Candidates for A. Paper on Theory of Cookery, &c.

B.—Names of Candidates for B. Paper: Part I., on Superior Household Cookery; Part II., on Food.

C.—Names of Candidates for C. Paper on Principles and Practice of Teaching.

D.—Name of Candidates for Limited Diploma.

18. EXAMINATION ARRANGEMENTS AND COST OF EXAMINATIONS:

The fee for each Candidate for all the Examinations, both

Theoretical and Practical, held by the Department, will be 25/- inclusive, but it must be distinctly understood that the Authorities of the training Schools will be responsible for the cost of Food, Fuel, &c., used at the Practical Tests, and also for the provision of suitable rooms with all necessary arrangements for the Theoretical Examinations.

19. ARRANGEMENTS ON DAY OF THEORETICAL EXAMINATION.

The Papers of Questions will be timed to arrive at the address of the Custodian on the night before the date fixed for the Theoretical Examination. These Papers will be enclosed in a sealed letter, which must only be opened in the presence of the Candidates five minutes before the examination commences. At the hour fixed for the conclusion of the Examination, the papers will be collected and immediately placed in the envelopes supplied for this purpose, and sealed before the departure of any of the Candidates. These envelopes must be forwarded to the Department on the evening of the same day.

20. FIRST CLASS DIPLOMA :

Candidates will receive a First Class Diploma if they obtain three-fourths of the possible number of marks at each Theoretical and Practical Examination, provided they have fulfilled the regulations and conditions as to the number of hours, &c., laid down by the Department, and hold also the Science and Art Certificates for Hygiene and Chemistry (*Alternative Course*). (*See Paragraph* 16.)

21. SECOND CLASS DIPLOMA :

A Second Class Diploma will be awarded to those Candidates who have obtained at each Theoretical and Practical Examination not less than one-half of the possible number of marks, but have failed to reach the standard required for a First Class Diploma.

22. PUBLICATION OF RESULTS :

A list arranged in order of merit of Candidates who obtain First and Second Class Diplomas will be forwarded to the Training Schools at the earliest possible date.

23. IMPROVED DIPLOMA, &c. :

Students who have failed in their Practical Examination, or who have obtained a Second Class Diploma, may present themselves again for examination after a further course of three months' training. They may not, however, present

themselves more than three times for re-examination in either theoretical or practical knowledge. These candidates will be charged a proportionate fee of 3/6 for each Theoretical Paper, and 9/- for each Practical Examination.

24. SPECIAL ARRANGEMENTS:

Teachers already holding a recognised Diploma for either Cookery or Laundry Work, and who are engaged all the week in teaching one of these subjects, will be permitted to train for the other, provided that they spend at least five hours per week in qualifying for this subject at a recognised Training School. In this case the time required to be spent training in class teaching may be reduced to half the specified number of hours:—

In Cookery, 40 in lieu of 80 hours;

In Laundry Work, 36 in lieu of 60 hours;

the total number of hours' training being therefore reduced in the case of Cookery to 800, and in the case of Laundry Work to 482.

N.B.—Teachers wishing to qualify according to paragraph 24, *must notify their intention to the Education Department.*

25. Committees are informed that where it can be clearly proved that no classes for Elementary Hygiene and Alternative Chemistry are held under the Science and Art Department within reasonable distance of the Training School, the Education Department are prepared to make special arrangements upon application.

26. FORM FOR PRACTICAL EXAMINATION:

A Form on which to enter the names of candidates who intend to take the Practical Examinations in Divisions A, B, C, will be sent to the Training School authorities, to be filled in and forwarded to the Inspectress of Cookery, addressed to the Department, by the following dates:—

1st March for those candidates taking the Practical Examinations in the Summer Term.

1st July for those candidates taking the Practical Examinations in the Autumn Term.

1st December for those candidates taking the Practical Examinations in the Winter Term.

27. DIVISIONS A, B, C:

A.—Dinner Test. Time 3 hours.

B.—Children's Class Teaching. Time 2 hours : ¾ hour Demonstration, 1¼ hour Practice.

C.—Adult Demonstration. Time 1 hour. (*See Paragraph* 31).

28. List of Dishes :

An Application for a list of dishes which have been taught to each Candidate will be sent to the Correspondent or Superintendent of the Training School before the Practical Examinations. This list should be forwarded to the Inspectress of Cookery, addressed to the Department, within eight days of the receipt of the Application.

29. Practical Examination A :

Candidates will not be informed which dishes they will be expected to cook and serve until the commencement of the examination in Division A, but due notice will be given to the Superintendent of the dishes on which the Candidates will be examined.

30. Practical Examination B :

Candidates will be informed the day before the Examination in Division B which dishes they will be required to teach a Class of Children. Due notice will be given to the Superintendent as under Paragraph 29.

31. Practical Examination C :

Candidates will be allowed to choose their own dishes for the Adult Demonstration in the Examination Division C.

32. Time Allowed for Practical Examination :

As the time allowed for each Candidate in the Examination C will only be one hour, it will be arranged that two Candidates should be examined together, thus lengthening the time to two hours, in order to allow time for the cooking of two dishes.

33. Notes of the Lesson :

Notes on the Demonstration Lesson to be given by Candidates to either adults or children must be handed to the Examiner before the commencement of the Lesson.

34. Class for Adult Demonstration :

Committees are required to arrange for Students or other Persons to form a Class at Adult Demonstrations but it must be clearly understood that neither members of the Committee nor any of the Teaching Staff may be

present either on this occasion or at any of the Practical Examinations.

35. Occurrence of Practical Examinations:

It would be impossible for the Department to undertake that Practical Examinations should be held at any Training School more than once in three months. But they will consider any special circumstances which may render an exception to this rule advisable.

36. Laundry Diploma:

The Department will allow the hours spent in training in (1) Science, and (2) Theory of Teaching to count towards the Laundry Diploma when the same Student trains for the two subjects within a reasonable number of years.

37. School Marks:

School Marks should be given for punctuality, tidiness, method, and result of each day's practical work. The Examiner or the Education Department may desire to see the School Mark Book and take it into consideration before awarding a First or Second Class Diploma.

38. Syllabus:

Candidates will be examined on their knowledge of the subjects detailed in the annexed Syllabus.

SYLLABUS OF KNOWLEDGE.

Both Theoretical and Practical Required of Candidates for the Recognised Diploma.

toves. Construction and working of coal stoves (open and closed ranges), gas, and oil stoves. The cleaning, lighting, and management of the same.

llery ork. The care and cleaning of kitchen, furniture, utensils, sinks, pipes, and traps. The polishing and removing of stains from tin, brass, copper, enamel, and steel.

tchen omics. The management and care of a larder and store-room. The price and choice of food. Marketing. Seasons for drying herbs, pickling of vegetables, and preserving of fruit. The various methods of preserving milk, meat, fruit, fish, or vegetables. Economy of time and fuel. The calculation of cheap dinners for an artisan family. Lists and prices of utensils used in the kitchen.

Cookery

A thorough theoretical and practical knowledge of Artisan, Household, and Superior Household Cookery; this will comprise examples of stocks, broths, soups, sauces, seasonings, liaisons, bouquets, panadas, roux, etc., etc. Roasting, broiling, boiling, baking, braising, stewing, steaming, sautéeing, frying, etc. A knowledge of the meanings of the French terms used in cookery. The candidate must be able to explain the "whys" and "wherefores" of the various processes in cookery. She will be judged according to her knowledge, both practical and theoretical, of the different principles of cookery, and not according to the costly materials or elaborate preparations of the dish. It must be remembered that the same principles hold good throughout all classes of cookery. Expensive dishes, suitable for weddings and banquets, and elaborate French dishes will not be approved.

B. Food

The elements and compounds found in food. The dietary value of food; mixed foods; model foods; national diets; beverages; diets suitable for children, adults, invalids. Effects of heat on albumen, starch, etc. Water, hard and soft; sources of water. Elementary Physiology in relation to the nutrition of the body. Digestion, absorption, and assimilation of food in the human body.

Theory a Practice Teachir

A general knowledge of the Principles and Practice of Teaching in its relation to the teaching of domestic sciences. The cultivation of the general intelligence of the child. Class management, teaching devices, questions, exposition, illustrations, use of the blackboard. Outlines or notes of lessons on cookery and subjects in connection with it. Organisation and management of cookery classes. The requirements of the Elementary Day School and Evening Continuation School Codes in relation to Cookery Classes and Centres.

School hygiene, ventilation, sanitation, lighting, warming, furniture, utensils, apparatus suitable for cookery class rooms. The treatment of scalds, burns, cuts, etc., etc.

Scien Certific

Two Science and Art Certificates will be required of Candidates for the First Class Diploma, *i.e.*, Elementary Hygiene and Chemistry (Alternative Course).

School Board Intelligence.

FROM month to month we propose to insert in our columns under the above heading, items of interest relating to the progress and development of School Board work in various parts of the country. We have to thank numerous correspondents for information already received. Owing to want of space, we have been obliged to hold over much interesting matter until next month.

Aston.—*Higher Grade School, Pupil Teachers' Centre, &c.*—The new Higher Grade School, Pupil Teachers' Centre, and School for the Deaf, are rapidly approaching completion. The cost has been about £25,000. There will be six departments in connection with the higher grade school, viz.: senior boys, 300, senior girls, 300, intermediate boys, 320, intermediate girls, 280, junior mixed, 320, and infants, 500. Total accommodation, 2,020. Pupil Teachers' accommodation, 120. School for the Deaf, 20.

Evening Schools, Mixed System.—The Board has made a new departure this session by opening a mixed school of a recreative character. Such mixed schools are not common in the Midlands. The average attendance of 180 in September indicates success.

Barnsley.—*School Journey.*—Selected portions of the Don valley, from source to outlet, will be systematically visited. The geographical features of the district, its historical associations, flora, industries, and as far as possible all points of educational interest will be noticed.

School of Commerce.—A course of systematic instruction in commercial subjects has for the first time been established in Barnsley. The students are arranged in three divisions, viz.: first, second, and third years' courses. Each year's course embraces all the subjects essential for a business career. The West Riding County Council recognise the School as a centre for advanced work, and the Co-operative Society have made a handsome grant in aid.

Barrow-in-Furness.—*Higher Grade Schools.*—The Board propose in the immediate future to extend their Higher Grade School premises in order to provide a Pupil Teachers' Centre, together with rooms for Woodwork, Metal Work, Cookery, and a Physical Laboratory.

Bedford.—*New School.*—New School, in process of erection, will be opened in January next.

Evening Schools.—An Evening School is being opened in the Queen's Park School. Amongst other subjects of instruction are Mathematics, Physiology, and Citizenship.

Birkenhead.—*Pupil Teachers.*—The Board are about to provide Central Day Classes for the instruction of their Pupil Teachers.

Evening Schools.—The Board have extended their scheme of Evening Continuation Classes for the session.

Birmingham.—*New Schools.*—One new school for over 1,000 children approaching completion. Another school of similar

size will be commenced shortly, and others are proposed. All will be class-room schools, in one storey buildings, provided with mechanical ventilation. A number of old schools are being improved and extended, modern ideas of building being introduced as far as possible.

Blackburn.—*New Schools.*—A new school to accommodate 870 scholars is being erected in Accrington Road, and will be opened about January next.

Evening School.—An Evening School for Men over 21 years has been opened.

Higher Grade Schools.—A new Higher Primary School and School of Science was opened at the Municipal Technical School in January last, under a Committee composed of 13 members of the Board and 5 members of the Technical School Committee. The school is financed by the Board. The scheme was sanctioned by the Education Department and by the Department of Science and Art, after correspondence and interviews, and the District Auditor stated that he was not aware of any illegality in the expenditure, provided the classes were kept within the sphere defined by the Science and Art Department's Directory, and did not embrace any subject purely technical.

Clause 7.—The Corporation and the School Board have agreed to the constitution of a Local Authority under Clause 7. The following minute has been adopted on the subject:—

> "That a Local Authority, whose acts and proceedings will not be subject to confirmation by the Town Council, be established for Blackburn, to be appointed annually on the 9th November. That the representation of the various educational bodies be on the lines agreed upon by the County Councils, County Boroughs, and School Boards' Associations, namely, 11 representatives, who need not all necessarily be members of the Town Council, to be appointed by the Town Council; 7 representatives, who need not all necessarily be members of the School Board, to be appointed by the School Board; one by Victoria University; one by the County Council, if they desire to be represented; and three to be co-opted from representatives of educational institutions in the town, the power of co-optation to be exercised by the representatives of the Town Council and School Board."

Bolton.—*New Schools.*—The Board contemplate the building of a new infant school in Dean Road. This, when carried out, will enable them to (*a*) add the present Pike's Lane Infants' School to the accommodation of the mixed department, which will then be so ample as to further enable them to (*b*) close the Noble Street Mixed School, which is the only remaining rented school conducted by the Board.

Pupil Teachers.—The Central Classes for Pupil Teachers are being so largely utilised by the schools of the borough that the Board have had to refuse admission to pupil teachers from schools outside their district, and may soon have to consider the provision of a larger centre for the classes.

Mentally Defective Children.—Two centres have recently been opened, and are doing very useful work.

Bootle.—A new School in Gray Street, accommodating 1,000 children in three departments (boys, girls, and infants), was opened 14th August, 1899.

Evening Schools.—Two Evening Continuation Schools re-opened on September 25th, 1899. 590 scholars enrolled.

Bradford.—*Higher Grade Schools.*—The Manual Instruction Room (Wood Work) of one of the Higher Grade Schools having been found too small, it was decided to extend the provision so as to include Metal Work. The alterations have just been completed, and there is now accommodation for 60 boys for Wood Work and 20 for Metal Work. The Metal Work room has been fitted throughout with all the latest appliances, the motive power being electricity. The cost of the alterations has been £1,207 8s. 0d. The formal opening took place on Monday, 2nd October, when Mr. Ernest Flower, M.P., delivered an address.

The Board have recently purchased a site of 18,000 sq. yards or thereabouts on the outskirts of the present city for a Higher Grade School, with a view to make provision of this character for, *inter alia*, one of the districts to be included in the extended area. This district is of about half the area of the present city—has no School Board, and consequently no Board School, whilst the Voluntary School accommodation is of such a character that few of the present schools can be deemed more than temporary arrangements under the new *regimé*.

Extension of City.—Very considerable time and thought are being bestowed on the question of extension, which becomes an accomplished fact on the 9th November next. It may be of interest to submit a few facts and figures contrasting the present with the extended area :—

The area of the city is 10,776 acres, and will be 33,559 when the new districts are added. The new districts will roughly be 11 miles by 9 miles, and touch Leeds on the south east.

The Eccleshill, Idle, Tong and Thornton U.D. School Boards will be dissolved, and the areas of the first three with a portion of the last-named, will be incorporated, together with the district of North Bierley, including Wyke.

The following Board Schools will be taken over :—

Eccleshill	4	blocks,	6	departments,	accommodating	1,512 children.
Idle	2	„	4	„	„	1,114 „
Tong	3	„	5	„	„	1,066 „
Thornton	2	„	4	„	„	870 „

The present estimated population of Bradford is 233,000, and that of the area to be added 52,724, making a total of 285,724.

There will be 19 head teachers, 74 assistants, 22 pupil teachers and candidates to be taken over, together with the clerks and other officials.

As the school accommodation in some of the districts to be taken over is altogether inadequate—none of the pupil teachers receive lessons during school hours—the schools and teachers are under varying managements—and the several officials who will be

dispossessed are to receive compensation at the hands of the Board—there is every prospect of an immense amount of work before the members of the Bradford Board and their officials.

Brading.—*Higher Grade Schools.*—Plans for Higher Grade Schools accommodating 240 children have been approved by the Department.

Brighton.—*Higher Grade School.*—The Board's Higher Grade School in York Place, originally opened in 1884, and enlarged in 1894, has now been completed by the erection of the south wing Boys' Department, which has been opened this month. The total accommodation in the Boys' Department is now 950, and the Girls' provides for 560. In the new south wing a capital Lecture Theatre has been built, besides additional class-rooms for the extension of the Organised Science School work. The Boys' Organised Science School now numbers about 200, and the Girls' 150. These are carried on as separate institutions. A portion of the south wing is occupied by the Pupil Teachers' Centre, and here accommodation is provided for 300 pupil teachers. The building has been fitted up with all modern appliances for the instruction of these young people. A fresh centre for Manual Instruction in connection with this school has also been recently erected in one of the playgrounds, and the large hall hitherto used for this work handed over for the use of the boys, girls, and pupil teachers, who occupy it on different days. In this hall drill, singing, etc., may be carried on, and it is about to be fitted up with a supply of gymnastic apparatus.

Bristol.—*Co-ordination.*—The Board has agreed upon a scheme of co-ordination for science work in connection with the Evening Schools, and the Science Classes under the Science and Art Department are to be worked by the Merchant Venturers' Society. A somewhat similar arrangement has been made with the Bristol Government School of Art for the Art classes under the Science and Art Department.

Visit of the Queen.—Her Majesty will pay a visit to Bristol on the 15th November next, and arrangements are to be made for massing the children on Durdham Downs. Her Majesty has promised to stop to hear them sing the National Anthem.

Burslem.—*New Schools.*—Alterations of old buildings and enlargement of Granville Schools. The new buildings will be occupied as a mixed department, and the main portion of the old building will be occupied as an infants' department from the 1st November next. A new school to accommodate 290 infants and 420 mixed scholars is in course of erection at Sneyd Green. To the list of subjects taught in the Day Schools there has been added Cookery (for girls), Drawing, Elementary Physics, Chemistry, and Swimming. Brush work is taught in all departments.

Certificate Classes.—Certificate classes have been opened by the Board, where ex-pupil teachers have received tuition free.

Evening Schools.—The Evening Schools re-opened on the 2nd October. French, Typewriting, and Commercial Subjects have been added to the syllabus.

Higher Grade Schools and Pupil Teachers' Centre.—Provision under these headings is contemplated.

Chesterfield.—*New Schools.*—The Board have just let a contract for building a new school on the Central Hall plan (540 Boys and Girls mixed, and 530 Infants) with Cookery and Laundry rooms, Pupil Teachers' Centres, and a Swimming Bath 90 feet long by 32 feet wide.

Pupil Teachers' Centre. — A Pupil Teachers' Centre in temporary premises has been opened.

Chiswick.—*Pupil Teachers' Centre.*—A Pupil Teachers' Centre has been formed, called the Acton and Chiswick Pupil Teachers' Centre, and is under the management of a Joint Committee of Members of each Board.

Clayton.—*New Schools.*—This is a Village Board. It has opened a new school which is regarded as one of the model schools of the district.

Evening School.—The Board conduct Night Schools, and in addition to the ordinary continuation school subjects have special classes in Cookery, Book-keeping, Ambulance, Sick-Nursing, &c.

Colne.—*New Schools.*—The Board have almost completed their Park School with accommodation for 1,130 (Mixed 720, Infants 410). Manual Instruction is given in the basement; Cookery and Laundry centre in separate buildings. The Lord Street School accommodates 720 children (Mixed 500, Infants 220).

Dewsbury.—*New School.*—The Board have decided to build a new Infants' School for the Boothroyd Lane School; the present Infants' department to be utilised for increasing the accommodation of the Boys' and Girls' departments. Cost of the scheme, £6,000. The Board are also engaged in reconstructing the Dewsbury Moor School, recently destroyed by fire.

Drighlington.—*Evening Schools.*—The evening schools are among the most successful in the neighbourhood. They are largely attended, and there are special adult classes. The subjects taken are Art, Book-keeping, Shorthand, Business Method, Cookery, Dressmaking, Physiology, Mensuration, Physical Exercises, and the ordinary subjects of a continuation school.

Scholarships.—The Board, as trustees of a Local Educational Charity, awards 8 scholarships a year to its scholars, tenable at any higher school in Leeds, Bradford, Batley, or Dewsbury.

East Dereham.—*Cookery Instruction.*—Cookery Classes have been opened by the Board in conjunction with the Managers of the National Schools. The working expenses are divided according to the number of pupils sent by each authority.

East Ham.—*Growth of District.*—The extraordinary growth of the parish is perhaps the special feature in relation to the work of the Board with the difficulty of providing school accommodation quickly enough for the ever-increasing child population. The Board was formed in 1873, when the population of the whole parish was under 2,000; at the present time it is estimated at 90,000. One Board School was opened in 1874, and started with about 80 children on the registers; at the present time there are 11 schools with nearly 13,000 on the registers.

New Schools.—The Lathom Road School, with accommodation

for 1,531 scholars, was opened in February, 1898; it is now overcrowded. On the 11th September, 1899, the Central Park Road Schools, with accommodation for 1,648 scholars, were opened; there are already 900 scholars on the rolls. Plans for another school with similar accommodation are now waiting approval.

Pupil Teachers' Centre and Offices.—These are practically finished and will be opened in about a month.

Rate.—The School Board Rate, at one time amongst the lowest in England (about 2d. in the £), will very shortly be one of the highest; it is now about 2/- in the £ for the year.

Eccleshill.—*Amalgamation.*—The Board will cease to exist after the 8th November, 1899, and will be under the jurisdiction of the Bradford School Board. The district is included in the Bradford City Extension Scheme.

Edmonton.—*New School.*—Eldin Road School, opened on the 4th September, 1899, with accommodation for 2,480 children, as follows:—Boys, 660; girls, 540; junior mixed, 540; infants (in separate building), 740. Telephonic communication is established between the Board's offices and the schools.

Enfield.—*New Schools.*—The plans and tenders for the erection of a block of schools at Chase Side, Enfield, accommodating 1,160, at a cost of £20,350, have just been approved by the Education Department. This makes a total of 3,789 new places provided by this recently-formed Board since 1896.

Special Classes.—A Centre for the instruction of the Deaf was opened at the Bush Hill Park School, on the 18th September, 1899.

Farnham.—*Pupil Teachers.*—Last year the board started a Pupil Teachers' Centre, to which pupil teachers from the voluntary schools in the neighbourhood are also admitted. The fees for teachers of voluntary schools are (1) from voluntary schools in Board's district, £2 10s., in addition to Government Grant earned; (2) from voluntary schools outside the Board's district, £5, in addition to Government Grant earned. The Centre is managed by a joint Committee consisting of five members of the Board and three representatives of voluntary schools sending teachers to the centre. The total attendance is about thirty-six. This is one of the first country Boards to establish a Centre on such modern lines, and the experiment is being watched with much interest by educationists in Surrey and Hants. It seems probable that the example will shortly be followed by other Boards in this part of the country.

Forest of Dean.—*Pupil Teachers.*—The Board are considering the matter of Pupil Teachers' Centres. The schools are, however, scattered over a large area, and many of the pupil teachers would have to travel several miles; therefore the question is a difficult one.

Halifax.—*Pupil Teachers.*—For some years a Pupil Teachers' Centre has been established as a continuation of the School of Science. Pupil teachers are only appointed after two or three years in the School of Science, and the quality of the pupil teachers has markedly improved since the adoption of this course.

Swimming Baths.—The Board have built swimming baths for the use of scholars of both sexes.

Special Classes.—In establishing Special Classes, the Board have not spared expense. The classes meet from 10.0 a.m. to 3.0 p.m. each day, in two sessions. From 12.0 noon to 1.0 p.m. is occupied by dinner, for which the children pay one penny. The scholars are taught to buy and cook their own meals, and to wash and clean up; also to make a bed and to do housework of a simple character. These lessons, together with the lessons usually given to such children, are found to have a most salutary influence, and to help very greatly in awakening their intelligence. Hitherto there have been two teachers to an average of seventeen children.

Certificate Classes.—The Board have under consideration the formation of Certificate Classes for such teachers as are unable to enter a training college.

Hedworth, Monkton and Jarrow.—*Bye-Laws.*—The Board have recently revised their Bye-Laws. All reference to half-timers has been struck out and the Standard for total exemption raised from VI. to VII.

Pupil Teachers.—In 1897 it was decided not to engage any more candidate pupil teachers, but to require all students desirous of becoming pupil teachers in the service of the Board to attend the School of Science for at least two years. Last month the first batch of pupil teachers under this new rule was appointed. All had undergone a three years' course of training in the Day Science School and with two exceptions had passed the Oxford Local Junior Examination.

Higher Grade Schools.—The County Council of Durham now require, in return for their grants to Day Science Schools, the examination of the school by the University of Durham, or Cambridge. The Board arranged with the local University to examine the school, and the report received last week is of a most gratifying character. It should be stated that the examination is confined to the literary work, information as to the Science and Art work being derived from the reports of the Science and Art Department's Inspectors as before. This arrangement has been made with the approval of the department.

Horwich.—*Pupil Teachers' Centre.*—With the approval of the Education Department a Pupil Teachers' Centre has recently been established for Horwich and district.

Ipswich.—*Higher Grade Schools.*—The new Higher Grade Schools were opened on September 4th. The building contains a central hall, chemical and physical laboratories and demonstration rooms, art room, &c. The accommodation is for 824 scholars.

Exhibition.—An exhibition of Kindergarten, Hand and Eye Training, and Manual Instruction work by the scholars of the Board Schools, was held in the Art Gallery during the week ended September 30th.

Keighley.—*New Schools.*—Contracts have been entered into for the erection of two new schools at Ingrow. Accommodation of

mixed school 486; Infants' school 290. The "Plenum" system of ventilation has been adopted.

Pupil Teachers.—The Board opened a Pupil Teachers' Centre in hired premises in September, 1897. Neighbouring Boards and Voluntary School managers send their pupil teachers, and pay the following fees: for probationers, £1; candidates, £2; first year pupil teachers, £3; second and third year, £4; fourth year pupil teachers and scholarship class, £5. 150 students are in attendance.

Medical Officer.—The Board are appointing a Medical Officer.

Evening Schools.—Horticulture is taught at two of the Evening Schools, in theory during the Winter, and practically during the Summer. The students of the classes have been very successful in winning prizes at the local flower shows.

Kettering.—*Pupil Teachers.*—The Board are about to establish a Pupil Teachers' Centre.

Evening Schools.—Evening Schools are being conducted as usual.

Kingston-upon-Hull.—*Pupil Teachers.*—The Board have just established a Pupil Teachers' Day Centre, which is at present conducted at the Young People's Institute.

New Schools.—Provision is about to be made for the erection of schools to accommodate about 5,000 children, in blocks of about 1,200 each, on the mixed system, consisting of three departments, viz., senior, junior, mixed, and infants. In connection with each of these new blocks of buildings there will be a centre for Cookery and Laundry work.

Higher Grade Schools.—The Board have already in existence three Higher Grade and Organised Science Schools, and provision is made throughout the City for Cookery for girls, and Manual Instruction in Woodwork for boys. Laundry work is also taught to a number of girls at two centres.

Leeds.—*Swimming Instruction.*—The results of the Leeds Board Schools for the season just closed are as follows:—Number of Swimming Centres increased from seven to nine; number of Board scholars who have learnt to swim at least one length of the bath (certificates given), increased from 900 to 1,200; number of single visits to baths increased from 70,000 to 100,000.

Leeds Board Schools won the first and third medals for Boys' Schools and the second medal for Girls' Schools given last year by the National Life Saving Society for the schools throughout England having the largest percentage of children that have learnt to swim during the year.

The "Yorkshire Schoolboys" team championship for the *Leeds Mercury* trophy is open to teams from elementary, higher grade, and industrial schools in the county. It is decided on the squadron principle, each competitor being required to swim two lengths or fifty yards. The champions of the respective districts into which the Yorkshire Association divide the county, met on 25th September. The competitors were started by the officials of the Yorkshire Amateur Swimming Association. Result:—

1. Leeds Central Higher Grade Board School.
2. Dewsbury National School.
3. Scarborough Board School.
4. Barnsley Board School.

Leicester.—*New Schools.*—The Leicester School Board is adding to its school accommodation at the rate of at least one large school per year. The accommodation for a Mixed Department is about 1,000, and for an Infants' Department 500. Mechanical heating and ventilation is employed in all our recent schools.

Pupil Teachers' Centre.—This Board was, if not the first, one of the first, to take up this matter, and the results have been most satisfactory. In the Annual Government Examinations of Pupil Teachers in the year 1898, 90 per cent. of the Board's pupil teachers passed "Well." At the 1898 Queen's Scholarship Examination, out of 36 candidates presented, 32 passed in the first class, and there were no third classes and no failures.

Classes for certificate work have also been carried on for a number of years with the same excellent results.

Drawing.—For some time past the Board has felt that the system of drawing, as usually taught in elementary schools, is unsatisfactory, and in order to remedy this a special Drawing Syllabus of an exhaustive character has been prepared by the headmaster and staff of the local School of Art, and approved by the Education and Science and Art Departments. Courses of lectures and classes on the proper method of teaching drawing have been given to the head teachers and the bulk of the teaching staff. Great interest has been taken in these courses, and the teachers have expressed to the Board that the methods adopted have come as a revelation to them. The new Syllabus is in work in the schools, and has created a great amount of interest in the scholars.

Domestic Economy.—During the past year, in girls' and mixed schools, practical demonstrations have been given to illustrate the teaching of Domestic Economy. This has been done on the lines of the Government requirements in Stages 1, 2, and 3, and for Standards IV., V., and VI.

Under the scheme a child is dealt with as a patient, on an improvised bed, and the operations of removing sheets, making poultices and fomentations, are carried on by the girls themselves under the direction of the class teachers.

This preparatory step in the Day School is followed up in the Evening Schools by Ambulance and Nursing (First Aid) Classes, and the pupils are prepared for examination for certificates of the St. John's Ambulance Association.

In both cases the pupils are delighted with the practical nature of the work, and are reported by outside experts to profit by it very largely. The step thus taken by the Board has already anticipated the increasing demand on the part of Medical Officers of Health, &c., for more *practical* and *useful* methods of teaching Domestic Economy, and the Sanitary Institute, backed up by several inspectors and others, is trying to induce the Government to adopt similar modes of treatment, and similar sanitary and health subjects, for inclusion in the curriculum of schools. The Board is abundantly

satisfied with the success of the first step taken in this important matter of the public health.

Littleborough.—*New School.*—A new school is being erected at Smithy Bridge to accommodate 244 (mixed 154, infants 90).

Liverpool.—*New School.*—Plans have been recently approved for the provision of a large central hall school in Birchfield Road, Liverpool, for 1,690 children. A special feature has been made of the bath, which is of large size. A gymnasium is also provided, together with physical and chemical laboratories, and cookery and laundry rooms. The area of the site is 9,841 square yards.

Plans have also been approved for a large departmental school for four departments in Boaler Street, for 1,496 children. A large plunge bath has been provided here. The site contains about 7,555 square yards.

The Board have recently purchased sites for new schools in Mere Lane, Anfield (10,822 square yards), Rice Lane, Walton (9,448 square yards), Sheil Road (8,875 square yards), Townsend Lane (2¼ acres), Westminster Road (3,978 square yards), and in Greenbank Road (10,987 square yards), the latter site having been secured by compulsion, the ground landlord being the Marquis of Salisbury.

A number of schools are at present undergoing improvement and enlargement, and, in some cases, a gymnasium is being added.

A site, containing about 7,180 square yards, has been purchased for the improvement and enlargement of the Anfield Road School.

Gymnasium.—Central premises belonging to the Board have just been fitted up for use by the teachers as a gymnasium.

Evening Schools.—The schools were open for the session 1899-1900 on Monday, September 18th, 1899. The Board have in operation 31 schools for males and 22 schools for females—seven for males and six for females having been opened for the first time this session. Of the schools carried on by the Board, 16 for males and 10 for females are held in Voluntary Schools premises. The number of students admitted during the first week was as follows :—

	Day Scholars.	Non-Day Scholars.	Total.
Males	1,356 ...	2,608 ...	3,964
Females	625 ...	1,438 ...	2,063
	1,981	4,046	6,027

representing an increase on the numbers for the corresponding week of the previous session of 991 males and 441 females.

Liversedge.—*Pupil Teachers.*—The Board have had very successful Pupil Teachers' Central Evening Classes for the last six years. They are now being re-organised, and instruction will be given in future in the daytime.

Llanelly (Brecon).—*Pupil Teachers.*—The Board are negotiating with the neighbouring Boards for the purpose of establishing united classes where pupil teachers may be instructed.

London.—*New Schools.*—(1) The following Schools, &c., will be completed and ready for occupation in about three months' time :—

FINSBURY—RISINGHILL STREET.—Enlargement. Boys, 106; Girls, 106; Infants, 124. Total 336.

GREENWICH—GROVE STREET.—Enlargement. Boys, 130; Girls, 130; Infants, 130. Total 390. Edward Street temporary school to close on opening of enlargement.

HACKNEY — DANIEL STREET. — New School. Boys, 358; Girls, 358; Infants, 422. Total, 1,138, with Manual Training, Cookery and Laundry Centres, and Schoolkeeper's house.

EAST LAMBETH—PECKHAM ROAD.—New School. Boys, 240; Girls, 240; Infants, 276. Total 756, with Divisional Offices, Manual Training Centre, and Schoolkeeper's house. Acorn Street temporary School and the Divisional Offices, 153, Camberwell Road, to close on the opening of Peckham Road.

(2) The following Schools, &c., will be ready for opening on the dates named:—

EAST LAMBETH — GLOUCESTER ROAD. — Special School. 23rd October, 1899.

Physical Exercises Display.—The Physical Exercises Display will be held in the Royal Albert Hall, on Wednesday, the 25th October, 1899, on which day the schools and offices of the Board will be closed. Field-Marshal the Right Hon. Lord Roberts, V.C., K.P., G.C.B., has consented to be present, if possible. The chair will be taken by the Right Hon. Lord Reay, G.C.S.I., G.C.I.E. (Chairman of the Board).

Science Classes for Teachers.—It is proposed to arrange for courses of Pedagogical Lectures, to secure the practical teaching of Elementary Science, to be commenced during the autumn. The lectures will be confined to teachers who have reached a certain standard of scientific knowledge of the subject on which the lectures are given. In the event of the number of applications being greater than the number which can be accommodated, preference will be given to teachers in schools where Science is taught, either as a specific or class subject. The lecturer will be empowered to exclude all teachers who, in his opinion, are incapable of profiting by the lectures.

Deaf Girls.—Special arrangements for helping deaf girls, who have been taught on the oral system, to find employment on leaving school have been made by the Young Women's Christian Association.

Evening Schools.—The Evening Schools opened on September 11th. Last Session the numbers admitted were 109,000, compared with 57,586 in the preceding Session. 348 Evening Schools for general instruction have been opened, with 12 special schools for Commercial Work, and 8 special Science and Art Schools. Physical exercises are taught in all schools.

Millinery, &c.—Instruction may also be given in the following Scheme (iii.) providing that at least 15 hours' instruction is given under either Schemes (i.) or (ii.). This Scheme (iii.) is *not* recognised by the Education Department for grant, but students who fulfil the requirements of the Code, and who desire to fill up their time by making their own head-gear, may be instructed in accordance with the scheme.

SCHEME III.—HEAD-GEAR.

Course of Needlework as applied to cutting-out and making articles for head wear, such as bonnets, hats, toques, children's washing hats or boys' caps.

1. Cut out paper pattern of bonnet or hat of required shape and use it to cut the buckram shape from.
2. Cover with material (joined in one of the three ways ordinarily employed).
3. Hem (French) ribbon, or cross-wise silk for trimmings.
4. Gather ribbon for rosettes, also gather head lining.
5. Box-pleat, or pleat, frills for trimming.
6. Run tucks in silk, &c., to make bows of, and feather-stitch them.
7. Sew trimmings on hat or bonnet.
8. Renovating and cleaning velvet, silk, and other trimmings.
9. Cut out and make up crêpe, net, tulle, &c.
10. Making various shaped bows.
11. Mending (by patching and darning) tears in transparent and other materials.
12. Sew in head lining, and sew on elastic with button and loop.

Loughborough.—*New Schools.*—A new Infants' Department to the Rosebery Street School will be opened on the 30th September by the Chairman of the Board. The additional accommodation is for 310 children, the whole block of schools, accommodating 970. The Board have also completed the purchase of an acre of land on the Toothill Road Building Estate for the erection of a large school.

Macclesfield.—*Pupil Teachers.*—The Board are inviting the Managers of denominational schools and Head Teachers to meet in conference to devise some plan for the better instruction of the pupil teachers.

Manchester. — *Evening Schools.* — The Evening Schools Session commenced on the 18th September. The provision includes 97 Evening Continuation Schools, 5 Evening Science and Art Schools, 13 Evening Commercial Schools, 9 Evening Institutes for Women and Girls, 15 Evening Manual Instruction Schools, and 11 Special Centres. A new feature of the present Session is the establishment of Evening Classes for the Police.

Award of Scholarships.—Mr. Michael E. Sadler, of the Education Department, presented the certificates to the successful candidates at a meeting held in the Town Hall on the 27th Sept.

Feeble-Minded Children.—Plans for two Centres have been approved by the Education Department.

Merthyr Tydfil.—*Pupil Teachers.*—The Board have one Pupil Teachers' Centre for 180 pupils. A small neighbouring Board sends all its pupil teachers to the Centre, paying £3 for each in addition to cost of books and stationery. Temporary premises have been used for the past four years, but a good site has just been acquired for a Pupil Teachers' Centre and an Advanced Elementary School for boys and girls. "Advanced Elementary" was the term given to the school by the Department when it was called into existence in 1884, after the report by the Departmental Committees,

of which Lord Aberdare was the chairman, in 1882. There are 336 on the registers, and 271 in average attendance. Children are admitted after passing the 5th standard.

Evening Schools.—These have started well. They are held in 12 Centres, and the attendance ranges from 80 to 180 in each.

Manual Instruction.—It is proposed to give Manual Instruction in Woodwork to 40 boys in one school where a suitable room has been provided.

Nelson.—*New School.*—A new school was opened by Sir G. W. Kekewich, on 5th August. The building is on the central hall principle, and will accommodate 1,010 children in two departments. The cost, exclusive of site, was £11,000.

Pupil Teachers.—The Central Class for Pupil Teachers is held at Burnley, and supplies the outlying districts of Padiham, Nelson, Colne, and Barrowford. The class was formed some ten years ago, the fee for each student being £2 10s. per annum. It has always been self supporting, and has a considerable balance in hand. The work has now been extended, and whereas Pupil Teachers only attended twice a week, they can now go five, and must make three attendances. The Burnley School Board has increased their fee to £3 10s. The Nelson School Board has not, however, done so, as in addition to the £2 10s. paid to the class, they pay the Pupil Teachers' Railway contracts at an additional cost of £1 10s. per annum. The class will probably be handed over to the Burnley School Board, as the increased expenditure makes it too costly for the voluntary managers to continue their support. It is believed to be the only instance of a successful class of combined Board and Voluntary Schools where the instruction has been given during the day. With the increased requirements the committee are of opinion that their work is finished and that the School Boards of the neighbourhood should continue it, which they are prepared to do.

Newcastle-on-Tyne.—*New Schools.*—Westgate Hill School, accommodating 1,514 children, was opened on the 4th September. The block is a handsome and imposing one. Plans of a building to combine Board Offices and Pupil Teachers' Centre at an estimated cost of £10,000 are now being considered by the Education Department. The design was accepted at the Royal Academy.

Manual and Laundry Work.—Instruction in Manual and Laundry Work has recently been introduced under the supervision of special teachers.

Evening Schools.—The various Evening Schools have just resumed for the session under favourable auspices.

Northowram.—*Amalgamation.*—Northowram is a small country parish adjoining the County Borough of Halifax, and the question of its amalgamation is being considered by the County Borough Council of that town.

Nottingham.—*Higher Grade Schools.*—The Mundella Higher Grade School and School of Science, which was opened by Sir George Kekewich on the 26th of April last, accommodates 502 boys and 402 girls. The erection of this school has been

rendered necessary by the remarkable growth of the Queen's Walk School.

With a view to encouraging advanced scholars to sit for the College of Preceptors' and Higher Examinations, the Nottingham Corporation are generously continuing to repay the examination fees in full for all scholars passing with distinction in these examinations, and to return half the examination fees to those who satisfy the examiners. Under this arrangement they have already paid £148 19s. 9d. This most wise and liberal grant by the Corporation has greatly assisted the Board in their efforts to popularize these higher examinations. The number of passes obtained by our Higher Grade School scholars during the present triennium has been—College of Preceptors, 237; Oxford Local, 45; Cambridge Local, 6.

Pupil Teachers.—On and after the first day of January, 1900, the period of actual apprenticeship is to be reduced to *two* years, commencing after the candidate's sixteenth birthday. Such period of apprenticeship to be preceded by twelve months' training as whole-time students in a candidates' class, to be held at the Board's Pupil Teachers' Centre. Admission to this class will be by examination, as at present. Candidates to be over 15 at the date of admission examination, to devote their whole time to study, and not to receive payment. Pupil teachers to continue as half-time students, to count only for 15 scholars each, and not to be responsible for class spaces in standard schools.

Evening Schools.—The schools opened for registration on October 2nd, and for teaching on October 9th. Clothing and Thrift Clubs have been established at several schools with marked advantage. Concerts, lectures, and lantern entertainments will be given monthly. One school evening in each month will be constituted an *Open Evening*, and parents and friends will be invited to visit the classes.

Oswestry.—*Evening Schools.*—Free Evening Classes are held in French, Reading, Writing, and Composition, Home Dressmaking and Knitting, Book-keeping, Shorthand, and Mathematics.

Pupil Teachers.—For a period of six months, commencing in November next, the Board are commencing classes for the instruction of pupil teachers in the following subjects:—Teaching (Method), Elementary Science (Physiography), Advanced Mathematics, and Elementary Arithmetic. The classes are restricted to pupil teachers in the Board's district.

Plymouth.—*New Schools.*—Two new schools are to be provided, accommodating 1,400 children each. In connection with one of these, there will also be provided additional Cookery, Laundry, and Manual Instruction Centres, as well as (1) a school for the feeble-minded, (2) a school for the deaf, giving sufficient accommodation for such children of Devon and Cornwall, and, probably, (3) a Pupil Teachers' Centre. The feeble-minded and deaf are now taught in rented premises, while the Pupil Teachers' Centre forms temporarily a part of the School of Science. The main buildings will be three storied for boys, girls, and infants respectively. The corridor system of planning has been adopted.

Evening Schools.—The seventh session of the Evening Continuation Schools began on October 2nd. The Board this year have reverted to the deposit plan, requiring from pupils a guarantee of regular attendance.

School of Science.—The School of Science is conducted by a Joint Committee of the School Board and Technical Instruction Committee. Seven members from each body form the Committee. As far as the School Board is concerned, the Committee is regarded as a Committee of the Board as to its power and constitution. The Clerk of the School Board and the Secretary of the Technical School are joint secretaries recognised by the Science and Art Department. The Chairman of the Committee is appointed each year, one year from the representatives of the School Board and the next from the representatives of the Technical School Committee. The School Board Office is the office of the Committee, but the meetings are held alternately at the School Board Offices and Municipal Technical School. The elementary work (first and second years' courses) is carried forward at the Higher Grade School, the advanced (third year course) at the Technical School. That is, the Science and Art Department exceptionally allow the two sections in separate buildings to form one School of Science. The accounts of the two sections are separately kept. It was from the first arranged that should there be a deficiency in the elementary section account, drawn from rates surcharged by the auditor, the Technical School Committee would make up the deficiency.

Rochester.—*New Schools.*—New schools will be opened in November for 768 boys and girls on the Gordon Road site. The contract for the building is £5,761.

Rotherham.—*New Schools.*—The Board have at the present time six new large permanent schools in hand, and two iron buildings (each to accommodate 500). Loans for these iron buildings have been obtained for 10 years at 2¾ per cent.

Pupil Teachers.—A Day Centre is in hand, and will probably be opened in January next. The Board will then take all their pupil teachers and candidates at the Day Centre. The Board have no separate Science Schools. Science subjects are taken at the Pupil Teachers' Centre, and grants earned are received from the Science and Art Department direct; this, of course, entails the loss of the West Riding County Council grant, as the Board decline to come within their jurisdiction under Clause VII.

Evening Schools.—Additional Evening Schools are being opened, and each session is an improvement upon the previous one.

Higher Grade Schools.—The Board have under consideration the establishment of a Higher Grade School. The site is already purchased, and this was only obtained after overcoming the opposition of the Corporation. Both the Corporation and the School Board sent deputations to wait upon Sir George Kekewich, with the result that the Education Department gave the necessary permission to the Board to purchase the site.

Runcorn.—*Pupil Teachers.*—The Board is endeavouring to arrange that its pupil teachers shall enter a central class.

Salford.—*Feeble-Minded Children.*—For some few months past the Board have had under consideration the establishment of special classes for the instruction of defective children. Lists of children considered by the teachers to be defective have been forwarded to the Board, and in all these cases the children have been examined by the Board's Medical Officer, who, after consultation with the head teachers, has decided whether the children are suitable for instruction in the special classes. It is proposed to open one Centre in the course of the next month with about forty children, under the charge of two teachers, both of whom have spent a short period in the special Centres under the London School Board.

Clause VII.—In February last, the Council of the County Borough made an application to the Science and Art Department under Clause VII., to be recognised as the authority for the Science and Art Instruction within the area of the County Borough. The application seemed to the Board to be a contravention of the agreement for the co-ordination of Science and Art work in the Borough, which was adopted in 1896, and representations as to their views on the subject were forwarded to the Department, and were also made personally to the Department's Senior Chief Inspector at an enquiry held by him. The application of the Corporation has now been granted, but the Board have decided to maintain their existing position in regard to their classes and to remain outside the organisation.

Evening Schools.—The Board's Evening Classes for the current session were opened on the 18th September, and the number enrolled in the first week was 3,439.

Sedgeley.—*Evening Schools.*—The Evening Schools for the current session have been increased from four to five. The provision is for males only.

Sheerness.—*New Schools.*—The Board is about to build a new school for 660 girls. The contract price is £6,520.

Shipley.—*Evening Schools.*—Provision has been made for the teaching of French, Business Methods, Starching, Starching and Ironing, Mechanics and Machine Drawing, which have not previously been called for. The following are amongst the subjects also taught in the evening schools:—Commercial Arithmetic, Commercial Correspondence, Commercial Geography and History, Mensuration, Geometry, Chemistry, Magnetism, Shorthand, Book-keeping, Physiology, Ambulance Work, Physical Exercises, Domestic Economy, Millinery, Cookery, Dressmaking, Hygiene, Nursing, Needlework.

Scholarships.—Scholarships to the Shipley Technical School are annually offered for competition amongst the evening school pupils. An excursion club is formed at each school for the purpose of providing the members of the club with a day's trip together into the country or to the seaside at the close of the session. During the past session, two very successful courses of lectures on Home Nursing (average attendance 300 at first course), and two courses of lectures on English Literature, were delivered in connection with the Evening Continuation Schools.

Pupil Teachers.—The Pupil Teachers of the Board attend the central classes controlled by a Joint Committee of the Shipley, Idle, Eccleshill, Baildon, and Otley School Boards.

Slaithwaite.—*Evening Schools.*—The Evening Schools, which are very successful, are worked by an Endowed Schools Committee.

Pupil Teachers.—Pupil Teachers are sent to the Central Classes of the Huddersfield School Board.

Southampton.—*New School.*—The Board have purchased two sites and are about to build two large schools for 1,000 pupils each.

Southend-on-Sea.—*New Schools.*—The Board are completing their Leigh Road Schools by the erection of the Girls' wing for 360, the previous west wing having served for 170 girls and 230 infants—400. That wing on its allocation for Infants alone is recognised by the Department for only the same total. A Special Committee has been formed for considering the purchase of sites for future schools, owing to the rapid increase of the Borough. Southchurch (a parish incorporated in the Borough two years ago, and possessing only a National School) does not contribute to the Board's expenses until a board school is erected there.

Evening Schools.—The Evening Continuation School re-opens on 2nd October. Last winter the Girls' Department was very satisfactory, but the Boys' Department gave only an average of 12. A better result this year is hoped for.

School Attendance.—In the matter of attendance the Schools suffer materially from the character of the Borough as a seaside resort, so many children are kept away to assist their parents in cases where letting lodgings is a chief means of livelihood.

The Board have recently established a prize scheme and an Attendance Challenge Shield, held each month by the School or Department (whether Board or Voluntary) having the best average attendance for the previous month. It has so far been held by a single Voluntary School. On a recent batch of prosecutions, the Bench for the first time imposed on the parent the full costs (10/-) of an attendance order in a bad case.

Stanton and Newhall.—*Typewriting.*—The Board have purchased two machines and will add this to the subjects taught in Day and Evening Schools.

Evening Schools.—The Evening Schools are most successful, and the subjects include Shorthand, Typewriting, Drawing, Chemistry, Science of the Mine, and Mining Arithmetic. The latter subjects are to prepare the way for the Technical Classes on Mining, this being a Colliery district.

Stratton St. Margaret.—*Evening Schools.*—The Board have conducted an Evening Continuation School and Art Class during the past session.

Pupil Teachers.—The Board have made arrangements with the Swindon School Board whereby the pupil teachers are instructed at the Pupil Teachers' Centre in Swindon.

Sutton-in-Ashfield—*New Schools.*—A new block of schools, with three departments for 868 children, is proposed.

Science and Art and Commercial Instruction.—This has been commenced during the present session under a committee consisting of the School Board.

Tipton.—*Pupil Teachers.*—Pupil teachers attend Centre classes at Dudley under the control of the Dudley School Board.

Evening Continuation Schools.—Evening Continuation Schools are conducted by the Board.

Children's Flower Show.—The Board have what is called a Children's Flower Show. Plants are bought and tended by the children. At the proper time prizes are given for the best plants. The judging is performed by an officer of the County Council. The prize money and expenses are made by the sale of tickets, or, if this is inadequate, the balance is subscribed by members of the Board.

Wakefield.—*Pupil Teachers.*—A Centre Class for pupil teachers has been in operation under the Technical and Arts School management on two evenings per week for the last few years. It has, however, been decided to open Day Classes.

Walmersley.—*New School.*—The Board has just secured land for the Peel Brow Board School. Accommodation 600.

Pupil Teachers.—Pupil Teachers' Centre Classes have just commenced at the Bury Technical School, which take in the candidates and pupil teachers for this district.

Walsall.—*New School.*—In August, 1899, a new school was opened in West Bromwich Road, accommodating 765 children (boys, girls, and infants).

Walthamstow.—*Pupil Teachers.*—Pupil teachers have Centre, including Day Science and Art Classes, held at present in temporary premises. Plans are being prepared for a new building of two stories. Building for Manual Instruction fitted up to accommodate between 40 and 60 boys.

Evening School.—The Board have six Evening Continuation Schools, attended by nearly 1,000 students.

West Bromwich.—*Pupil Teachers.*—The Board's pupil teachers are now taught at a Centre, and pupil teachers from voluntary schools in the Borough are admitted. The number under instruction is 95.

Evening Schools.—Two Evening Continuation Schools were opened on the 3rd October.

Worcester.—*Pupil Teachers.*—Pupil Teachers' Centre Classes are established, and managed by a committee on which the School Board is represented.

Cookery.—The teaching of Cookery, which has been given in the Board Schools, has recently been extended to the Voluntary Schools. The scheme is now managed by a committee consisting of Members of the Board and Managers of the Voluntary Schools.

Wolverhampton.—*Pupil Teachers.*—Centre established October, 1898. Permanent buildings now in course of erection at a cost of £9,543. Nearly all Voluntary Schools in the Borough send pupil teachers for instruction.

Evening Schools.—Evening Continuation Schools conducted at the whole of the Board Schools. Evening Science Classes are also conducted.

Housewifery.—Instruction is given in the upper standards of certain schools, a cottage being rented for the purpose of a centre. The course of instruction is, however, temporarily suspended, pending provision of larger premises.

Manual Instruction.—Instruction in Woodwork has been added to the time table of Board Schools. Centres have recently been erected and equipped for the purpose. Managers of Voluntary Schools were invited to send boys. Manual instruction in Metal Work has also been added recently to the curriculum of the School of Science.

IX.—School Planning.

Higher Grade Schools.—Rules for Science Schools.

HAVING dealt with the main features of the construction and arrangement of ordinary Public Elementary Schools, it is natural that we should now turn to the consideration of Higher Grade Schools. These schools are a natural development of the Elementary School system. The whole question of their province was very thoroughly dealt with by the recent Royal Commission on Secondary Education, and for an accurate description of their origin and objects we cannot do better than give some extracts from the Report of the Commission.

Speaking of the use of the Higher Grade Schools, the Report says: "For some years the work of erecting and organising schools to meet the needs of the vast mass of children whom it was their duty to provide for fully occupied the School Boards, but after a time they found themselves drawn on to attempt to improve the range and quality of the instruction given. Thus subjects which had been deemed luxuries for children who were to leave school at twelve soon began to be classed as necessaries. The pressure of the Boards afterwards brought about an extension of the Parliamentary grant to a new standard, now called the seventh, in which an instruction more advanced than had been attempted in the earlier years of the system received recognition in various branches. Still later some School Boards undertook to carry on the education of children beyond the limits which the Parliamentary grant had fixed, and instituted what are called 'ex-standard classes,' while other Boards even set up schools intended to furnish children who had passed the standards with instruction in such subjects as History, Grammar, French, Mathematics, and the elements of Physical Science. These schools, though they have received the name of 'Higher Grade Elementary,' are really secondary in their character, so far at least as regards their higher classes in which instruction beyond the standards is given. They have, in fact, stepped into the educational void which the Schools Enquiry Commissioners, noting it with regret, had proposed to fill by what they termed 'Secondary Schools of the third grade.'"

Higher Grade Schools generally possess as their upper sections Schools of Science worked under the rules contained in the Directory issued annually by the Science and Art Department. There are no Education Department Grants available for children who have passed through the standards, and

who are receiving education beyond the limits of the Code, which controls primary education, and hence the School Boards turned to the Science and Art Department, which provides grants for Schools of Science.* The trend of the instruction has consequently been in a scientific direction rather than in the direction of the cultivation of the humanities.

The development of popular education, so graphically described in the report of Mr. Bryce's Commission, has not altogether been unheeded by the framers of the rules controlling the Schools of Science. In late years there has been a marked tendency to pay more attention to the contentions of the teachers and others that the education provided in the Higher Grade Schools should partake more of a general character, and that the instruction in Science should not absorb so large a portion of the time as was the case in the early days of the Organised Science Schools, the name by which these schools were first known.

The rules of the Science and Art Department now provide for instruction in Languages, Shorthand, Book-keeping, Manual instruction in Wood and Iron (for boys), and in Cookery, Dress-making, and Laundry work (for girls). The rule is that there shall be reserved out of the 25 hours per week of school work, at least 10 hours, which are to be devoted to the teaching of subjects other than those of a scientific character. In Scotland, where last year there was a recognition of Higher Grade Schools in the Code issued by the Scotch Education Department, still greater liberty of instruction is allowed. All forms of popular education should be suited to the needs of the pupils of the different classes of schools. The bulk of the pupils in the Higher Grade Schools will complete their day school education before reaching the age of 16; a few may proceed at an earlier age to a classical Grammar School, and it is not unreasonable to hope that the number who will proceed after the age of 14 or 15 to the Technical Schools, will be an increasing proportion of those who have attended the Higher Grade Schools.

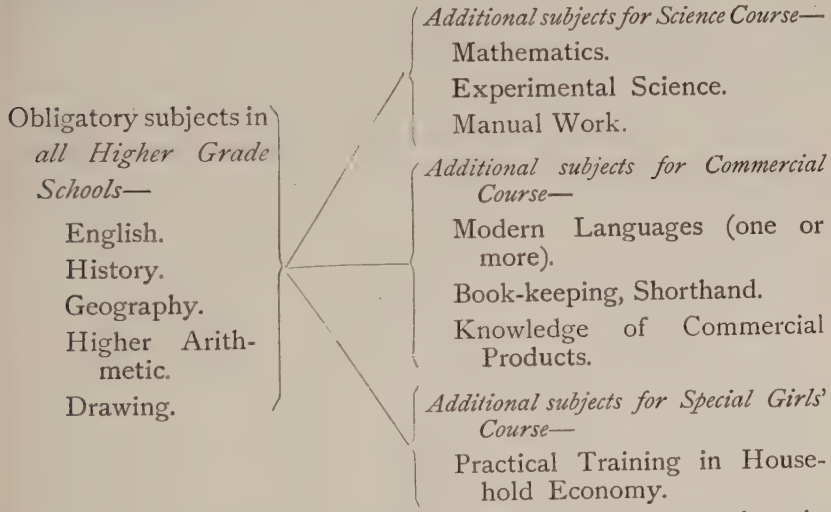
The scheme of instruction offered in the Scotch Code seems to meet all needs, and since one school may supply alternative courses of instruction, provided there is a sufficient staff of teachers, it follows that the education given will meet the needs of those who are preparing for a scientific and technical career, as well as those who require education of a more general character, suitable for business life. In all the Scotch Higher

* NOTE.—The payments are given in the Directory of the Science and Art Department, and average about £5 per annum for each pupil fulfilling the requirements affecting attendance and instruction.

Grade Schools it is, however, essential that English History, Geography, Advanced Arithmetic, and Drawing shall be taken. Where the course bifurcates in the direction of Science, we have Mathematics, Experimental Science, and Manual Instruction, whilst the Commercial course includes Modern Languages, Book-keeping, Shorthand, &c. For girls there is added practical training in Household Economy.

In the opinion of many who are well competent to judge, this is the direction in which the English Higher Grade Schools should be organised, in order to meet the fullest needs of the great mission they have undertaken.

The following diagram practically illustrates the alternative courses of study provided for Higher Grade Schools in the Scotch Code :—



Such would be the equivalent of the instruction now given in the Schools of Science attached to the English Higher Grade Schools. The Higher Grade Schools in England and Wales generally include several if not all of the standards to be found in the Elementary Schools. As a rule they are fee-paying schools performing the double function of providing in the first place instruction for a class of people who are willing to pay a fee, and who, in the absence of a Higher Grade School, would probably not send their children to a Public Elementary School, and in the second place providing for children from other schools, such children being transferred to the Higher Grade School for the benefit of the instruction afforded in the School of Science or Upper Department of the School. Such Higher Grade Schools are organised in various ways. One type of school makes provision for children in Standard IV. and upwards. Where

fees are charged in these schools the upper section is generally free, by means of scholarships or otherwise, to all children of the town who have passed Standard VI. in the ordinary Elementary Schools.

In some places, on the other hand, provision in the Higher Grade Schools is made for pupils in the upper standards only, and for children over twelve years of age, eligible for advance to the School of Science. Admission to these schools is usually free, the selection of suitable pupils being safeguarded by an entrance examination. These, however, are matters of arrangement best left to the local authorities. If in England and Wales we had a system of leaving certificates marking the end of the stage of compulsory education, similar to the system in vogue in Scotland, the period at which a pupil could enter the upper department of the Higher Grade School would be practically settled, and it is believed by many that the examinations for these leaving certificates would have a beneficial effect on primary education generally.

In our next chapter we shall deal with the main features of a Higher Grade School from the point of view of its planning and general arrangement.

Federation of School Boards.

(WEST RIDING OF YORKSHIRE.)

WHEN the idea was first suggested that the formation of a Federation of the School Boards of the West Riding of Yorkshire was necessary and advisable, it was viewed with doubt in some quarters, where it was considered that such an organisation would soon fail to justify its existence. When, however, a meeting of representatives of School Boards in the Administrative County of the West Riding was convened by Mr. W. Claridge, Chairman of the Bradford School Board, for the purpose of discussing the matter, the invitation was immediately and heartily responded to. The meeting was held at the School Board Offices, Bradford, on the 3rd December, 1898, and representatives of fifty Boards attended. It was unanimously felt that such a Federation would be able to render most valuable service to the School Boards of the West Riding, and had long been needed. Problems and difficulties in School Board work, especially those met with by small Boards, might be discussed and advised upon, experiences exchanged, joint action taken in petitions to Parliament and representations to Government Departments, and in many other directions the Federation might prove a most useful organisation.

A short time previously, the Duke of Devonshire, in introducing the Board of Education Bill in the House of Lords, had invited discussion and criticism of the proposals of the Bill. A new Central Authority for Education was to be called into existence, and in due course it would be necessary, all over the country, that new Local Authorities be constituted for the work of Secondary Education. Up to the present, School Boards had no voice whatever in the deliberations and decisions of the County Councils, who expended annually large sums of money in aid of Technical Education; on the contrary, there had appeared to be a great tendency on the part of the County Councils to ignore the School Boards.

The meeting expressed strongly the opinion that School Boards should not only be represented on the New Authorities, but should be adequately represented; and the formation, in the West Riding, of such a federation as was suggested, would enable the Boards in the Riding to put forward their claims with force and confidence.

It was therefore unanimously resolved that the Federation be formed, and the objects and constitution were decided upon. A

sub-committee was appointed to prepare draft rules, and the first annual meeting of the Federation was held at the Belle Vue Higher Grade School, Bradford, on the 18th March last. At that meeting 70 Boards were represented, and much interest and enthusiasm were exhibited. Rules were finally adopted, and the officers and executive committee for 1899, who had previously been voted upon by paper, were declared elected.

One of the first duties of the executive was, naturally, to consider the question of the constitution of the new local authority for Secondary Education. A deputation was appointed to wait upon the Administrative Sub-Committee of the West Riding Technical Instruction Committee to discuss the matter, and an interesting interview took place at the County Hall, Wakefield, on the 22nd August. The deputation urged the claims of the Federation to equal representation with the County Council on the new authority. School Boards were engaged in the work of *Elementary* Education, but that work was not insignificant. It was necessary to the success of higher education, and to the success of the new Authorities. There must be a dovetailing of the primary with the secondary. There must be no break of continuity. The more advanced and thorough the elementary work was, the more perfect the higher work would be. The Federation should therefore be represented on the new Authority to the same extent as the County Council.

The Administrative Sub-committee were, of course, not prepared to receive so large a proposal, but offered to the Federation, as a preliminary instalment, two seats on the West Riding Technical Instruction Committee. The larger question was postponed for further consideration.

The Report on the interview was duly considered by the Executive and the Committee decided to accept the preliminary offer of the County Council. They accordingly nominated Mr. W. Claridge (President of the Federation) and Mr. J. S. Cockshott (Chairman of the Keighley School Board) to serve as the representatives of the Federation on the Technical Instruction Committee, and instructed those gentlemen to press the Committee to appoint an early convenient date for a conference with the Executive on the whole matter of the constitution of the new authority. The Boards in the Federation have now direct representatives on the West Riding Technical Instruction Committee, to whom they can appeal when necessary in educational matters dealt with by the County Council; and the Executive wish the touch between the work of the Federation and the work of that Committee to be living and real.

Several other important questions have, up to the present, claimed the attention of the Executive. Early inquiries were made as to the science, art, and technical classes, pupil teachers' central classes, and evening continuation schools carried on by School Boards in the area of the Federation ; and a return relating to all these has been prepared. It has been found that although science, art, and technical classes are in active operation in connection with thirteen Boards, none of these Boards have joined the organization of the County Council under Clause VII. of the Science and Art Department's Directory. The questions of the instruction of pupil teachers and the methods of management of pupil teachers' central classes have received a large share of attention ; and efforts have been made to enable many of the Boards to overcome difficulties which they have experienced with the District Auditors in the matter of the return of fees to evening continuation school pupils of satisfactory progress and conduct. Petitions were addressed to the House of Commons last May in support of Mr. Robson's Half-timers' Bill and Mr. Hutton's Elementary Education (New Bye-laws) Bill.

The Committee have interested themselves in the question of the facilities and methods for the formation of Certificate Classes for Teachers in various parts of the Riding, and a further interesting return is at present in preparation as to the powers which School Boards possess for providing instruction in Secondary, Commercial, and Technical Education, with particulars as to how those powers are exercised by Boards in the area of the Federation.

And so it is evident that the Federation, which now includes more than 90 School Boards, has not only fully justified its existence, but its duties are increasing, and its usefulness is felt and appreciated. Considering the critical period in educational work at which we have arrived, there is a probability of a very active future for the West Riding Federation, and for the other similar organisations in the country which have since been formed. The Board of Education Act will come into operation on the 1st April, 1900, and the new Central Authority will then have to encounter its difficulties and deal with its opportunities.

The undermentioned are the Officers and the Executive Committee of the Federation for 1899 :—

President :—Mr. W. Claridge Clerk of the Clayton School Board. *Vice-Presidents* :—Mr. J. Brigg, Member of the Keighley School Board ; Mr. Abraham Chappell, Member of the Barnsley School Board ; Rev. Charles Payne, Chairman of the Dewsbury School Board. *Executive Committee* :—Mr. Thomas Baldwin, Clerk of the Barnsley School Board ; Mr. S. G. Bibby, Clerk

of the Dewsbury School Board; Mr. Thomas Beevers, Chairman of the Castleford School Board; Mr. W. E. Clarke, Member of the Heckmondwike School Board; Mr. J. S. Cockshott, Chairman of the Keighley School Board; Mr. Ellis Denby, Chairman of the Shipley School Board; Mr. J. F. Greenwood, Member of the Haworth School Board; Mr. B. Hartley, Clerk of the Bingley School Board; Mr. John Hutton, Chairman of the Eccleshill School Board; Dr. G. H. Lodge, Member of the Rotherham School Board; Mr. Alderman A. Morrison, Chairman of the Harrogate School Board; Mr. Thomas Parsons, Chairman of the Yeadon School Board; Mr. E. P. Porter, Member of the Goole School Board; Mr. Edwin Talbot, Chairman of the Batley School Board; Mr. James Whitehead, Clerk of the Todmorden School Board. *Hon. Treasurer*:—Mr. W. H. Corbridge, Clerk of the Rotherham School Board. *Hon. Secretary*:—Mr. W. Popplestone, Clerk of the Shipley School Board.

Meeting of Executive Committee.

HELD AT MANCHESTER, SEPT. 22ND, 1899.

Present.—The Very Rev. the Dean of Manchester in the Chair. Mr. G. J. Cockburn (Vice-President); Rev. Canon Major Lester, Rev. E. F. M. MacCarthy, Messrs. Claridge, Hance, Mander, Moss, O'Donoghue, Packer and Wyatt.

Memorandum.—Submitted letters of apology from Professor Anthony, Rev. Canon Moore-Ede, Messrs. Bemrose, Daniel, and Woodward.

Memorandum.—The Minutes of the last Meeting were read, found correct, and signed by the Chairman.

Memorandum.—The question of Science and Art Instruction in Board Schools was considered, and letters were read from the Hon. E. Lyulph Stanley, dated 23rd July and 6th August, 1899.

Memorandum.—The question of school fees in evening continuation Schools was considered in connection with a letter dated 21st September, 1899, from the West Riding of Yorkshire Federation of School Boards.

Memorandum.—Submitted copy of the "Elementary Education (Defective and Epileptic Children) Act, 1899"; together with the Resolution of the Annual Meeting, 1899.

Resolved.—That the consideration of the matter be adjourned, and that further information be laid before the Committee at their next meeting.

Memorandum.—Submitted copy of the "Elementary Education (School Attendance) Act (1893) Amendment Act 1899."

Memorandum.—Submitted the "Board of Education Act, 1899."

Memorandum.—The Sub-committee appointed to consider the question of areas of Local Educational Authorities submitted their report, which after amendment was adopted. (For copy of report see page 190 of present issue.)

Memorandum.—Submitted "A Bill for the further protection of the Children of Vagrants," introduced in the last session of Parliament by Mr. Drage and others; and also a copy of "A Bill to make further provision for Education in England and Wales," introduced in the last session of Parliament by Mr. Alfred Hutton and others.

Memorandum.—The question of overworked school children (Resolution of Annual Meeting) was considered and again adjourned for further information to be obtained.

Memorandum.—Submitted the report of "The School Board Gazette" Sub-Committee.

Resolved.—That the Report now submitted be adopted.

Memorandum.—The Hon. Secretary reported that the Boards now in Association numbered 295, and that the following had joined since the last Annual Meeting:—Dudley, Gloucester, Eglwysilan. The Hon. Secretary further reported that a letter was about to be sent to all Boards who had not yet joined, urging the importance of membership of the Association.

Memorandum.—Letters were submitted from the Swansea School Board (June 25th, 1899), Lord Spencer (July 25th, 1899), and the Wolverhampton School Board (September 16th, 1899).

Resolved.—The next meeting of the Committee be held at Leeds on the 20th October, at 2.30 p.m., and that the Sub-Committee on Science and Art Instruction meet on the same day at 11 in the forenoon.

Correspondence.

PLANS OF BOARD SCHOOL.—The School Board of the Borough of ——— are erecting a School, the plans for which have been duly sanctioned by the Education Department.

Local Bye-laws require plans of all new buildings to be submitted to the Urban Authority.

There are certain exceptions, including buildings in accordance with such plan as may be approved or directed by one of Her Majesty's Principal Secretaries of State.

The favour of your opinion is requested as to whether it is usual or necessary for such building plans to be laid before the Local Authority.

It is suggested that in all cases plans of drainage should be so submitted.

OPINION.—Since the cases of *Clarke v. the School Board for London* (L. R. 9 ch. App., 120), and *The London County Council v. the School Board for London* (40 W. R. 604), it appears to be settled law that, where a School Board has bought land by compulsion, it cannot be restrained in its user of the land, either by any private owner, or by any other local authority.

With regard also to land purchased otherwise than by compulsion, it would, upon the principles laid down in *Kirby v. the School Board for Harrogate* (74 L. T. 6) appear to be the better opinion that, upon a correct interpretation of the Lands Clauses Consolidation Acts (which are incorporated with the Education Act of 1870), the actual resort to compulsion is not necessary in order to enable a School Board to enjoy to the full the discretion as to the user of its lands which Parliament intended to confer upon it. This point was actually decided in the case just referred to so far as private individuals are concerned; and, by parity of reasoning, the same would appear to extend also to other local authorities. But this latter point has not yet been actually decided.

In view, however, of the fact that School Boards would naturally desire their buildings to be in all respects as good as they can reasonably be made, it seems desirable that, if they can do so without sacrificing their own right to final determination, they should avail themselves of the experience of other local authorities; and for this purpose submit their plans, without prejudice to their ultimate rights. Where, as in the matter of drainage, they require to use property vested in other authorities, they must, of course, submit sufficient plans and particulars of what they propose, to enable those authorities to determine how far their own property will be affected thereby.

THE

SCHOOL BOARD GAZETTE.

VOL. II. NOVEMBER, 1899. NO. 5.

The Limitation of Popular Education.

THE question regarding the provision of advanced education for the people by School Boards in England and Wales is one which is fast approaching a critical stage. The attacks now being made on the higher grade schools have been so persistently pressed that unless something is done speedily to settle the points in dispute a calamitous injury may be done to the progress of popular education in this country. The opposition to the extension of higher elementary education in Board Schools has been gathering strength since the passing of the Technical Instruction Act, 1889. It is a direct result of the establishment of two local authorities with powers to apply the rates and other public funds to the promotion of what should be two distinct forms of education. The first should be general in its character, and suitable to the needs of six-sevenths of the children who by statute have now the right to have such general education supplied to them at the public cost. The other should be of a specialized kind designed to assist those who, having had a sound general education, are fitted by age, and by the needs of their prospective or actual employment, for further training in the arts and sciences underlying those manufactures and trades upon which the country must largely depend for the maintenance of her commercial supremacy. In the application of funds designed solely for this true kind of technical instruction, the country has been allowed to drift into a state of confusion which cannot much longer be permitted. The fact that local authorities of the nature of School Boards do not cover the whole of the country, has undoubtedly contributed in a large degree to the position in which we now find ourselves. In many urban districts, and in extensive rural areas, where there are no local authorities for the provision of primary education at the public cost, the Technical Instruction Committees have, perhaps, with some excuse in these cases, undertaken the supply of higher elementary education and

of evening continuation schools. Advantage has also been taken by the opponents of the School Boards of the difficulties which arise through the rivalry between Board Schools maintained by the rates, and Voluntary Schools deprived of similar advantages and of representative management.

There are now, happily, signs that a real demand has arisen for a settlement of this latter hindrance to the supply of good elementary education throughout the country, and for the removal of the reproach that more than one-half of the children of the nation must suffer the disadvantage of having their educational needs supplied solely by voluntary schools sorely in need of adequate financial means to provide the efficient education which should be at the command of all alike. We fully recognise the immense debt which primary education owes to the great religious bodies. When the history of popular education in this country during the past thirty years comes to be written, the highest position will be assigned to those who, in the light of experience as managers of denominational and undenominational schools, built up our great system of School Board administration, and bore the burden in the early days of School Boards of bringing into practical operation the arrangements which Mr. Forster's Act was designed to render possible for removing the glaring deficiency of school accommodation which then existed. The arrears of school supply have been overtaken. The School Boards have developed and improved the methods of instruction often in advance of the codes of the Education Department. That, in the face of the difficulties caused by the apathy of the parents and ratepayers generally, and of the hindrances created by a dual system of primary education, so much should have been accomplished, particularly in the large towns, is one of the most striking phenomena of the supply of popular education during the period of School Board administration. Popular education must be the best of its kind if we are to secure from it the highest moral and material benefits for the nation. It must not be the football of political struggle. Each locality, with a complete educational machinery of its own, elected on popular lines, must be left a free hand to meet the needs of its own district, and to supply to all the children the best and most efficient kind of education. This will never be brought about by the "capture" either of the Board or Voluntary Schools by any of the contending parties—such a policy is simply suicidal. Whatever the kind of education to which the State gives the people a right, it must be supplied at the public expense, without the children suffering disability created by creed or party.

The importance of this aspect of the present distress is so great that we are sure none of our readers will consider these remarks

out of place in an article dealing with the unnecessary hindrances now being offered to the legitimate demand of the School Boards to be allowed to further the means of education—even although at the present time inequalities in the law prevent the benefits being shared by all alike. Why should not London, Leeds, Sheffield, Birmingham, Hull, Liverpool, Manchester, or any other of the great towns be allowed to give their inhabitants an education suited to their needs? Because, forsooth, Parliament having never properly grappled with the question of a truly national system of education, other populous places are thereby placed at a disadvantage. True statesmanship and patriotism would strive to make such privileges universal. Once this was done there would be such a unanimity in the demand for a better form of education that the advocates for "delimitation" would quickly cease to trouble the educational world. In surveying the present position it is well to look matters fairly and squarely in the face. Many writers and speakers on popular education appear to be possessed of very narrow powers of vision. It is useless for the Parliamentary chiefs of the Education Department to bemoan the apathy of the people, and to say that nothing can be done by Parliament until the nation is in earnest—so long as those in high places do not show a more earnest desire than at present to put before the nation truly practical methods for meeting our present necessities. We would, above all things, desire not to be herein misunderstood. Both the great political parties are much to blame. The inception of the Technical Instruction Act had, we believe, the active support both of Mr. Acland and Sir William Hart Dyke. The throwing of the whiskey money into the lap of the County Councils was the work of the former, and the want of arrangement then displayed is to blame for the present disadvantage suffered by the non-county boroughs and urban districts, and for the tacit recognition of the County Councils of administrative areas as the local authorities for secondary education. It directly paved the way for the tortuous methods since adopted, by such means as Clause VII., for creating a local authority for secondary education without resort to the only safe and constitutional mode of instituting such authorities directly by statute. An effective system will never be established by such means, and there can be little cause for wonder that the nation cares for none of these things.

A great opportunity is before the man who will honestly face the position, and by true statesmanship secure for the children of this country that full meed of education which is so often taken credit for as having been supplied, but which, in reality, is in many cases represented only by a sham. Uniformity both of local and of central administration must form the basis of such a measure, and this can be secured only by means of an Act of Parliament.

the terms of which all can understand, passed not to favour any party in the State, but for the educational enfranchisement of the whole nation. It would not be difficult to indicate the lines upon which such a measure should proceed. There is more than one permanent official at the Education Department capable of framing it; but for their encouragement there must first be a united Cabinet, led in this matter by a Minister of Education capable of realising all that a measure of this nature, if it is to be worthy of its mission, should accomplish.

Turning again to the subject of our article, after this somewhat long digression, it is well to consider further the position in which School Boards find themselves—particularly the School Board for London, now on its defence in the matter of the supply of science and art instruction—not forgetting the serious aspect of the case that all that is now being done by the School Boards in the giving of education beyond the merest rudiments is directly threatened.

We have said that the Technical Instruction Act, 1889, was badly launched. By a most mischievous arrangement the Science and Art Department, then in a state of quasi independence so far as control from Whitehall was concerned, a state which has now happily ceased to exist, was given the duty of acting as foster-mother to the new Technical Instruction Authorities, and the natural result of the guidance was what might well have been anticipated. The officials were undoubtedly eager to seize the opportunity of acting as the Central Authority for Secondary Education, a position South Kensington was never constituted to fill, and the utmost encouragement was given to the County Councils to spend the whiskey money in all kinds of ways. A list of subjects which might be taught by the technical instruction authorities was drawn up and issued by the Department. The list was a truly wonderful one—it embraced everything taught in the higher grade schools and in secondary schools, with the exception only of the classics. Technical Instruction Committees finding it somewhat difficult to obtain the material for classes which would have been rightly established for workers and apprentices were naturally anxious to secure numbers, and forthwith the administrative areas were covered with cookery, laundry, and dressmaking classes (dignified by the name of domestic science), with classes in wood carving, and many other subjects of a like nature, designed, we say advisedly, to secure numbers, but never contemplated in the scheme for a national system of technical instruction foreshadowed by the Royal Commission. We are quite prepared for being told, and we freely admit, that better work than this has been done in some counties. The technical instruction of some county boroughs is all that could be desired, but in other county boroughs, and in many of the smaller towns, urban districts, and particularly in some of the administrative areas of County Councils, the description we have given of what passes for technical education

holds good. Scholarships have been lavishly offered by County Councils of administrative areas, and made use of by a limited number of young people, deserving and otherwise—young ladies proceeding to local colleges, and young gentlemen to Oxford, Cambridge, and Paris. These scholarships, in some counties, have fallen almost entirely to the children of the middle classes. This has notably been the case in Lancashire, where, at the last examination, 80 per cent. of the junior science and commercial scholarships went to the grammar schools and other middle-class seminaries, being won by pupils already in these schools, and relieving them of the fees their parents had hitherto willingly paid. Very few (20 per cent. only) went to pupils in elementary schools, a circumstance not much to be wondered at, seeing that pupils up to fifteen years of age were allowed to compete. Is it to be marvelled at that the candidates from public elementary schools presenting themselves for these County Council junior scholarships (the first rungs of the ladder, as they have been described) become fewer in number. Where is the schoolmaster of an ordinary public elementary school whose scholars can have even the ghost of a chance when they have to compete with boys or girls from secondary schools who may be fourteen or fifteen years of age.

The Technical Instruction Committees next turned their attention, as at Bristol, to the possibility of establishing secondary schools, where in a junior department there is offered a cheap general education to all and sundry.*

In many districts secondary schools of the grammar school type receive subsidies, some on condition that they become schools of science, thereby securing a share of the South Kensington funds, which at all events, were originally intended for the industrial classes.

All this created a jealousy of any advanced instruction given by the School Boards, and it was not long before a direct attack was made on the higher grade schools and the evening science and art classes which, long before the advent of the technical instruction committees, had been conducted by School Boards, and which would not have existed at all if it had not been for those Boards.

Something must be wrong in any system of local government which leads to one local authority competing with another in the same department of public work. These technical instruction committees have received direct official encouragement from the Parliamentary heads of the Education Department to seize every opportunity of harassing School Boards, and of usurping, without Parliamentary sanction, the functions of local authorities

* Boys of nine years of age are admitted to the lower school in the Merchant Venturers' Technical College.

for secondary education. On more than one occasion, when these tactics have been brought under the notice of the House of Commons, School Boards have received assurances which have not been carried into effect. This was notably the case with regard to Clause VII. of the Science and Art Directory, about the object of which recent events have removed all doubts. This is clearly the recognition of the Technical Instruction Committees, and nothing else, as the responsible medium for administering the grants of the Science and Art Department, although at the beginning School Boards were given to understand that they would be represented on the local authority called into being by the Clause, and that no such authority would be forced on a district where the School Board carried on science and art instruction, and was adverse to a new authority being created. This over-riding of the wishes of the School Boards occurred at Brighton and elsewhere, notwithstanding the early pledges given to the contrary.

Whilst a few years ago the Education Department and the Science and Art Department were unwearied in their efforts to encourage School Boards to establish higher grade schools, and to press forward education on the lines which the spirit of Parliament indicated and the wishes of the people desired, as we believe is still the case, the Boards are now being discouraged in every possible way. A few months ago one of the Local Government Board auditors in London, after representations had been made to him by persons interested in certain non-School Board classes, thought well to surcharge certain expenditure for advanced instruction given by the School Board. There are thirty-eight other Local Government Board auditors in all parts of the country, presumably of a different opinion to the civil servant who deals with the London School Board, seeing that they pass the payments as perfectly legal.* Yet the one decision is immediately seized upon as gospel, and it is with difficulty that the School Board have obtained from the Local Government Board a reluctant consent to appeal to the Court of Queen's Bench and to charge the cost of such action to the rates. This matter is now *sub judice*, and we shall not here discuss the particular merits of the case. We only mention it to show the position into which the responsible administration of a great national question of such paramount importance as popular education has been allowed to drift. We submit that this is not a question on which the Education Department can quietly stand on one side and allow it to be fought out by rival local authorities. The whole matter is of too great, we may say of too vital, an importance to be allowed to drift

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* See note on page 253.

in this way, as if all were careless of the welfare of the people. The Education Department is fully responsible for the establishment of higher grade schools. Upon the question at issue between the London School Board and its critics depends the continued existence of these schools. If they are destroyed, the Education Department will be responsible for their destruction. The schools can exist in no other form than that in which they are now carried on. They are part of the School Board system, and can only exist as such. Any proposals such as have been made that in some mysterious way the upper branches may be severed from the parent stem and become exotics in institutions carried on by Technical Instruction Committees, are futile and unworthy of a moment's serious consideration.* Cause any break to occur in the natural development of elementary education, sever the connection and influence of the teachers who have built up such advanced classes, and there can be but one result, namely, the destruction of the chance which these schools alone give the industrial classes of enjoying any opportunity of higher day school education, and thus an irreparable injury will be done to six-sevenths of the children of the country.

The present attitude of the Education Department is most difficult to understand. Have these higher grade schools failed in any way in their mission? Have they supplanted any other kind of school? The Royal Commission on Secondary Education, the members of which could not be said in any preponderating proportion to have commenced their searching enquiries with any leanings in favour of the higher grade schools, placed on record their thorough belief in the absolute necessity for the extension and development of such schools, adding that these schools filled a void which no other kind of school could or had attempted to supply.† It almost seems like beating the wind to give further evidence in the same direction, otherwise we might quote Sir William Hart Dyke and the cloud of witnesses who have given evidence in favour of these schools. We have spoken of official encouragement, and at considerable pains have tabulated information received from School Boards. The facts given in the first appendix to this article prove without any doubt—

(1) That since 1874 successive Vice-Presidents of the Committee of Council on Education have encouraged School Boards to establish higher grade schools.

(2) That the Education Department have given encouragement

* The suggestion that School Boards might receive assistance from the Technical Instruction Authorities in aid of higher grade schools is an impossible remedy, even in the improbable event of such assistance being willingly offered, seeing that many of the Technical Instruction Authorities are already committed to undertakings which will exhaust the whole of their limited resources—and the time is not very far distant when a need will arise for an extension of the rating powers of some of these Authorities.

† "Report of the Royal Commission on Secondary Education," Vol. I, p. 67.

to the establishment of these schools by approving the plans of School Boards and granting loans for the erection of the buildings.

(3) That this has been done with the fullest knowledge on the part of the Education Department of the organisation and equipment of the schools—laboratories, &c., in some cases being added on the suggestion of the Department.

(4) That in some cases the Education Department has suggested the establishment in higher grade schools of classes for instruction in science subjects held under the regulations of, and earning grant from the Science and Art Department.

(5) That School Boards, in their corporate capacity, have been recognised by the Lords of the Committee of Council on Education as local committees of schools of science and art, and of art classes.

(6) That the Local Government Board, on 29th July last, reversed the decision of a District Auditor who had surcharged certain expenditure in connection with a higher grade Board school, viz., the payment of the fees of pupils attending Cambridge Local Examinations, the Local Government Board adopting the view that such expenditure was legal on the ground that the examinations were of distinct educational value to the scholars examined. See case of Darwen School Board, Appendix I., p. 263.

We have recently come across a suggestive piece of evidence as to the anxiety of the Education Department to foster the development of primary instruction. It is contained in a letter addressed by Mr. Mundella to the School Boards of Wales, in 1882, and is probably as little known to English School Boards as it was to ourselves. We have thought it well, therefore, to append the full text at the end of this article (Appendix II.). Here, seventeen years ago, a Vice-President of the Council says:—

(1) The Lords of the Committee of Council on Education desire to invite attention to one of the suggestions in the Report of the Departmental Committee on Intermediate and Higher Education in Wales, viz., that:—"In places where there is a considerable population requiring education superior to that which can be provided in an ordinary elementary school, but unable to avail themselves of a higher school, advanced elementary schools for boys and girls should be established, and that the instruction in such schools should be adapted as closely as possible to the characteristics of each place, and to the educational needs of the inhabitants."

(2) We consider that the establishment of such a school as is here recommended may probably be regarded as likely to be of advantage to the district under the jurisdiction of your Board.

The letter goes on to say that the Board must bear in mind

that under Section 10 of the Elementary Education Act of 1873 no loan can be made for providing school accommodation which is in excess of the educational requirements of the district. We would point out that there is no statutory definition of the term "educational requirements of a district." The interpretation of the clause must necessarily be expanded to meet the ever increasing demand for better education, and in this letter, issued by the Department seventeen years ago, we have on record the opinion of that Department that higher grade schools are educational requirements of a district within the meaning of Section 10. What a commentary on some recent utterances by a successor in the same office.*

There are in England and Wales sixty higher grade Board schools, having as their upper departments schools of science. The description given in Mr. Mundella's letter of the kind of accommodation necessary, fits well with the provision made in these schools. Buildings on the class-room principle, with laboratories and workshops for manual instruction, and rooms for cookery, &c., are provided. With the full consent of the Education Department these schools have been built; it cannot be denied that the various Secretaries, Presidents, and Vice-Presidents who have been in office since 1874, when the scheme of the Sheffield Higher Grade School was approved, down to the present time were made aware in the fullest possible manner with the objects contemplated, and in this full knowledge they have sanctioned the borrowing of about £750,000 for the establishment of these schools, a considerable portion of the amount being for the provision of laboratories, and other special accommodation not found in elementary schools of the ordinary class.

The accounts of these schools of science are regularly presented to the auditors of the Local Government Board and to the Science and Art Department, and grants last year amounting to £41,500 were paid over as the Government contribution towards the cost of educating 10,680 pupils in these, the upper sections of the higher grade schools. The schools are regularly visited by H.M. Inspectors so far as children in the standards are concerned, and the instruction in the schools of science is regularly overhauled and reported on by a special class of inspectors appointed by South

* Sir John Gorst, in reply to a question in the House of Commons relative to the proposed higher grade school in Fairfield Road, Bristol, said :— "It appears that the maintenance by a School Board of a School of Science is illegal, and the Department are therefore awaiting the result of negotiations between the School Board and the Corporation of Bristol, which they hope will result in the provision of funds which may legitimately be applied to the purpose." The statement of Sir John Gorst that expenditure by a School Board on a School of Science is illegal is made, it should be noted, on the authority of one only of the thirty-eight District Auditors of the Local Government Board. The whole question of the legality of expenditure by School Boards on Science and Art instruction was raised in 1877, in connection with the classes of the Manchester School Board, and the Local Government Board Auditor, one of the oldest and most experienced of these officials, Mr. W. Roberts, after hearing all objections, decided the point in the Board's favour.

Kensington. Constant demands are made on the School Boards to increase the apparatus, and to add to the teaching staffs of the schools. The grants which were formerly sufficient to meet the extra cost entailed by the provision of this advanced education are now, in all but a few cases, insufficient for the purpose, and a charge on the rates is thus rendered absolutely necessary through the action of the very Department which now throws doubts upon the legality of the Boards spending rate-money for the purpose.

Foreigners may very well say that they fail to understand our system of education, seeing that we have a central authority practically forcing the Boards to spend rate-money, and then holding them responsible for a breach of the law, if there is any breach, which we very much doubt. At all events the representatives elected by the ratepayers are spending the said ratepayers' money agreeably to the wishes of the ratepayers.

The higher grade Board schools have been provided with the sanction and approval of the Education Department. If such provision were illegal a most serious responsibility attaches to the Department, seeing that on the strength of their written certificates vast sums of money have been raised by way of loans by School Boards to build and equip the schools. The instruction is examined and reported on and controlled in its minutest particulars by H.M. Inspectors—the appointment of every teacher has to receive the sanction of My Lords, and to them the annual accounts are rendered. Here we think we have proved complete responsibility for the higher grade schools so far as the Education Department is concerned. Nothing could be more complete. And this being so, the Boards look to the Department for protection. The time surely has arrived when the progress of popular education in England and Wales shall not lag behind Scotland. North of the Tweed the School Boards have their Code providing for higher grade schools. Lord Balfour of Burleigh and Mr. Craik have received their proper acknowledgments for having provided Scotland with these absolutely necessary adjuncts to primary education, and we have a like claim to a similar acknowledgment from the same Central Government, from whose funds popular education in Scotland, England and Wales are alike provided.

We said at the commencement that this was no question of party politics, but if the interests of those who are represented by primary schools are in any way endangered, it may become something worse—a question of class against class. The secondary education, about which we hear so much, can never be to any great extent open to the industrial classes of the country, the power to have their children educated to the fullest extent possible by means of the higher grade schools is consequently one which they will not readily forego, and which cannot be ignored or lightly left alone.

We repeat, the Education Department has the responsibility in the matter, and to the Department we look for deliverance out of present difficulties.

A careful study of recent changes in the Directory of the Science and Art Department forces home the conclusion that the alterations in the clauses have been made with the deliberate intention of placing difficulties in the way of School Boards obtaining grants. It is a matter of common knowledge that the reference to the industrial classes as the primary objects of the Parliamentary grant was removed from the Directory after 1896, and that the door by means of which the children of well-to-do persons may enter into a participation in the grants of the Department has since then been opened wider and wider. Not only have grammar schools with fees reaching to £16 16s. per annum been allowed to participate in the benefits of the grants, but schools established on commercial lines, and paying interest on invested capital to the extent of 5 per cent., may take their share of that public money which the Science Directory only three years ago proclaimed to be intended "to promote instruction in Science and Art especially among the industrial classes."

All this and a great deal more associated with the recent administration of the money voted by Parliament for Science and Art instruction may very fairly become the object of honest criticism when the new Board of Education sets about the re-adjustment of the rules affecting the expenditure of money voted by Parliament for the education of the people.

We submit, however, that the question now at issue is not whether the School Boards can, or can not, justify their claims, under the rules contained in the Directory, to the Science and Art grants, but, rather, whether such Boards are to be prevented from supplying "everything necessary to the efficiency of the schools provided by them."*

We examined this position at some length in an article on "School Boards and Advanced Education," and it is not necessary to here reiterate the views so recently explained.†

We have the highest legal authority for asserting that provided elementary education continues to be the principal part of the education given in a Board School, instruction in any secular

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* SECTION XIX., ELEMENTARY EDUCATION ACT, 1870.—Every School Board, for the purpose of providing sufficient public school accommodation for their district, whether in obedience to any requisition or not, may provide, by building or otherwise, school-houses properly fitted up, and improve, enlarge, and fit up any school-house provided by them, and supply school apparatus and everything necessary for the efficiency of the schools provided by them, and purchase and take on lease any land, and any right over land, or may exercise any of such powers.

† *School Board Gazette*, Volume I., page 245.

subjects as well as in religious subjects may be lawfully given, unless and except so far as any particular subject is prohibited.*

The standard by which the efficiency of education in Board Schools shall be judged is a standard which has constantly risen with the development and extension of popular education both as regards the subjects of instruction and the age of the pupils. This advance has been brought about to a large extent by the administration of the Education Department, and has been rendered possible by the elasticity of the powers contained in the various Education Acts, all of which tend to show that it has ever been the intention of Parliament that School Boards should enjoy a reasonable latitude in the provision of that kind of education best suited to the needs of their districts. Other statutory local authorities enjoy a similar latitude with regard to the method of the discharge of their administrative duties, and it is impossible to believe that in dealing with the provision of popular education it was the intention of Parliament that School Boards should be unduly restricted in the carrying out of such schemes of education as in their honest opinion may be best suited to local requirements.

* Opinion of Sir Horace Davey in the case of the Liverpool School Board :—

"I am of opinion that, provided that Elementary Education continues to be the principal part of the education there given, instruction in any secular subjects, as well as in religious subjects, may lawfully be given in a Board School, unless and except so far as the conditions required in order to obtain a Parliamentary grant contained in the minutes of the Education Department in force for the time being prohibit any subject to be so taught. The Code of 1887 (which I assume to be the one now in force) by Clause XVII. expressly permits instruction to be given in secular subjects, in respect of which no grant is made. I am therefore of opinion that a School Board under existing circumstances and subject to any regulations which may be made by the Education Department hereafter, may give manual instruction and defray the cost of it out of the school fund, and charge such cost, or a *pro rata* proportion (as the case may be), to the school or schools where it is taught.

"(Signed) HORACE DAVEY.

"8, Old Square, Lincoln's Inn."

APPENDIX I.

OFFICIAL CORRESPONDENCE RELATING TO HIGHER GRADE SCHOOLS, SCHOOLS OF SCIENCE, ETC.

NAME OF BOARD.	NAME OF SCHOOL.	PARTICULARS OF OFFICIAL SANCTION OF PLANS OR LOANS, &c.	NOTES.
Birmingham	Bridge St. and Waverley Road.	In June, 1893, the Board elected, on the advice of a representative of the Science and Art Department, to constitute the upper parts of the Seventh Standard Schools in Bridge Street and Waverley Road into Schools of Science. On the 17th November, 1897, the Vice-President of the Committee of Council (the Rt. Hon. Sir John Gorst), speaking at Birmingham, stated "that schools of the character of Bridge Street and Waverley Road were not so much created by any public body as that the demand for them might be taken as the outcome of a natural desire on the part of parents for a higher and broader training for their children than that given in the ordinary elementary schools."	The Board organised Schools of Science at the instance of the Science and Art Department. The Vice-President of the Committee of Council said that Schools in Bridge St. and Waverley Road are the outcome of a natural desire on the part of parents for better education for their children.
	Waverley Road	*Copy of a letter from the Education Department to the Birmingham School Board, dated the 31st May, 1890:—* [COPY.] "EDUCATION DEPARTMENT, "31st May, 1890. "(1) Birmingham. "(2) Birmingham, Waverley Road, proposed Seventh Standard School, A. C., Warwick. "SIR, "Adverting to your letter dated the 23rd instant, I am directed to state that My Lords understand that your Board's proposal is to build a School for 300 children, part of whom would be in the Seventh Standard, and part would be scholars who, having passed	The Education Department understands that part of the proposed accommodation is intended for instruction in higher subjects, including technical and manual work, for such who have passed the Seventh Standard.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Birmingham	Waverley Road—*continued.*	the Seventh Standard, were instructed in higher subjects, including technical and manual work. "The Department hold that they have no power to recommend a loan for a school that is required for the education of children above the Seventh Standard. I am, therefore, to enquire what number of children on an average are expected to be in the Seventh Standard, and what number above. "I have the honour to be, "Sir, "Your obedient servant, "F. C. Hodgson." "G. B. Davis, Esq." *Extracts from the Board's reply, dated 3rd July*, 1890:— "In reply to your letter of the 31st May, I am instructed respectfully to point out that it is an extremely difficult thing to estimate the number of scholars in the Seventh Standard who will be likely to attend this school. The experience of the Board has shown most unmistakably that the demand for suitable instruction for scholars who have reached this stage increases greatly when it is known that such provision exists . . . . With reference to ex-seventh standard scholars, it is right that we should inform you that no such scholars have ever been admitted. The School Board has rigidly adhered to what is supposed to be the legal position, and has steadily refused admission to all those who had already passed the seventh standard. On the other hand, the School Board, being unaware of any enactment which would require them to expel the scholars when the seventh standard examination had been passed, has allowed them to continue in attendance if they wished,	The Board replies to the Department's objection to recommend a loan for a school that is required for the education of children above the seventh standard.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Birmingham	Waverley Road—*continued.*	although their attendances have been entered in a separate register, which has not been included in the summary which is carried forward to Form IX. at the time of the annual visit of Her Majesty's Inspector. Thus the ex-standard VII. scholars have never been the subjects of a grant from your Department. . . . It is the opinion of the School Board that, in providing a seventh standard school in the proposed situation in Waverley Road, it would be a great mistake to build for fewer than 300 boys and 300 girls." The Department's reply, dated the 12th August, 1890, was as follows:— "Adverting to your letter, dated the 3rd ultimo, I am directed to state that my lords hereby consent to the purchase of the site proposed therein, for the purpose of the erection of a school for 300 boys and 300 girls."	The Education Department consents to the purchase of the site for erection of a school as originally proposed.
Bolton	Central Higher Grade School.	*Letter from the Bolton School Board to Education Department, dated the 28th September*, 1894. [*Extract.*] "Referring to a proposal to erect a School to be known as the Central Higher Grade Board School, and to the Education Department's consent to borrow the sum of £8,500 to meet the cost of the site (S. F. 5 $\frac{20647}{94}$). I have to point out that this school is intended to consist of two floors, mixed, each with a Central Hall, and of a basement and second floor, devoted mainly to Science, Art, and Technical Education." The Education Department's letter of 15th October, 1894 (Supply, Form 4), approved the plans, including the following provision for Science and Art Instruction:—Laboratories and Lecture	The Education Department is informed that the basement and second floor of a proposed Higher Grade Board School are to be devoted mainly to Science, Art, and Technical Education. The Education Department approves of the plans, and sanctions a loan to cover the cost.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes
Bolton ...	Central Higher Grade School—*continued.*	Rooms, Drawing, Mechanical Drawing, Modelling, Physics, and Manual Instruction Rooms. On the 2nd August, 1895 (Supply, Form 5), the Education Department sanctioned a loan for £430 10s. extra site, and £24,999 10s. premises.	
Bradford ...	Higher Grade Schools.	1. When the Higher Grade Schools were first promoted in Bradford, the Education Department, in a letter dated 23rd March, 1876, stated that "My Lords regret the delay which has taken place in replying to your letter of the 7th March. They were desirous of considering fully a scheme of some novelty, the working of which they will watch with some interest. They therefore approve of the plan as described in the above-quoted letter and in that of the 7th February."	
		2. The Education Department agreed to the provision of Science Lecture Halls, Physical and Chemical Laboratories, and Art Rooms in the new Higher Grade Schools recently erected by this Board (*vide* Supply Forms No. IV, dated 3rd October, 1893, 5th December, 1894, and 15th October 1895).	The Education Department approve of plans, and sanction expenditure on Science Lecture Rooms, Laboratories, etc.
		3. Sir John Gorst, M.P., Vice-President of the Privy Council on Education, speaking at Bradford on 11th January, 1899, said that "He thought it would be a most unfortunate thing if the operations of School Boards in the great cities in this country in Higher Grade Schools and Schools of Science were in any way interfered with." Also that "There were Schools of Science in Bradford, which he was told at South Kensington were as good Schools of Science as were to be found in England or Wales."	The opinion of Sir John Gorst.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Brighton ...	York Place.	In June, 1886, the Brighton School Board took Counsel's opinion on the legality of expenditure on the education of children who have passed the 7th standard, either for (1) Fitting up a Chemical Laboratory, or (2) Increasing the Staff of Teachers, or (3) For providing additional school accommodation for children in the standards excluded from York Place by these non-standard children. Counsel's opinion on the first point was as follows :— "I am of opinion that the School Board may legally incur the expense of fitting up the Laboratory in the manner and upon the terms proposed. Every School Board is, by the provisions of the Education Acts, placed under the control of the Education Department, whose orders they are bound to obey, both in providing and managing Schools for their Districts. Then by Section 19 the School Board are to provide School-houses properly fitted up, and may improve, enlarge, and fit up any School-house provided by them, and supply school apparatus and everything necessary for the Schools provided by them, and they are to pay for these things out of the School fund. It is to be observed that an Elementary School is defined to be a School at which elementary education is the principal part of the education there given, which seems to contemplate something being, in some cases, given beyond elementary education, and it is also to be noted that no definition of elementary education is anywhere given. I consider that it is for the Education Department to determine whether the matter proposed by any School Board is 'elementary,' and, if not, whether special circumstances exist which justify its being taught. If the Department is wrong, they can	Counsel's opinion on the legality of expenditure on the education of children who have passed the 7th standard.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Brighton ...	York Place *continued.*	only be set right by Parliament. In this case the Department, by its Science and Art branch, approves the teaching of Chemistry, and sanctions the erection of a Laboratory. Therefore, in my opinion, the Brighton School Board are fully justified in spending the necessary money and charging the expenses on the School Fund.' Counsel's opinion on the second and third points were also in the Board's favour.	
Darwen ...	Higher Grade School, Union Street.	*Copy of a letter from the Secretary of the Science and Art Department to the Clerk of the Darwen School Board, on the 12th August*, 1896. "Sir, "Referring to your letter of the 29th ultimo, I am directed by the Lords of the Committee of Council on Education to acquaint you that the Borough of Darwen School Board has been approved in its corporate capacity as the local Committee for the Science and Art Classes at the above-named school." The letter is headed :— Darwen Higher Grade School. Union Street. School No. 2014. *Copy of a letter from the Local Government Board to two Members of the Darwen School Board, surcharged with a sum of £12 10s. expended upon entrance fees of the Cambridge Junior Local Examinations.* *(Copy.)* "Local Government Board, "Whitehall, "*29th July*, 1899. "Gentlemen, I am directed by the Local Government Board to inform you that they have considered your appeal against the disallowance and surcharge of the sum of £12 10s.,	The Lords of the Committee of Council on Education approves of the Darwen School Board, in its corporate capacity, as the Local Committee for Organised Science School No. 2014. The Local Government Auditor makes a disallowance and surcharge

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Darwen ...	Higher Grade School, Union Street—*continued*	made by Mr. A. C. Roberts, district auditor, at his audit of the accounts of the Darwen School Board, for the half-year ended at Michaelmas, 1898, together with his reasons for making such disallowance and surcharge.	of a sum expended for entrance fees of the Cambridge Junior Local Examinations.
		"The Board find that the auditor has stated his reasons for the disallowance and surcharge in the following terms:—	
		"'I do hereby certify, that in this account of the Darwen School Board I have disallowed the sum of Twelve Pounds and Ten Shillings charged therein as expended upon the entrance fees of ten scholars for the Cambridge Junior Local Examination, because the said sum was not expended upon the provision of education, or upon any of the purposes upon which the School Board was authorised by law to expend the School Fund. Now, I do hereby certify, that I have surcharged the said sum of Twelve Pounds and Ten Shillings upon Richard Nicholls of Lower Chapel Manse, Darwen, Minister of Religion; and upon John Hargreave Wraith, of Darwen, Justice of the Peace, because they authorised the making of the said illegal payment.'	
		"The Board have been in communication with the Education Department on the subject of the appeal, and that Department have expressed the opinion that the Cambridge Local Examinations are of distinct educational value to the scholars who are examined, and that the payment of entrance fees by a School Board is legitimate expenditure under Article 90 of the Code of Regulations issued by the Department, as it is a means of providing education for the scholars under their control.	The Education Department expresses its opinion that the payment of Cambridge Local Examination Fees by a School Board is legitimate expenditure under Article 90 of the Code.
		"Having regard to this opinion, the Board are not prepared to	The Local Government

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Darwen ...	Higher Grade School, Union Street—*continued*	concur in the Auditor's decision. They accordingly propose to reverse the disallowance and surcharge, and will in due course issue an order to this effect. "I am, Gentlemen, "Your obedient servant, "Thos. Pitts, "Assistant Secretary. "The Rev. R. Nicholls. "J. H. Wraith, Esq., J.P."	Board reverses the decision of the Auditor.
Gateshead	Higher Grade Board School.	On the 14th June, 1883, a letter was addressed to the Education Department respecting the establishment of a Higher Grade School, and on the 25th July, 1883, the Department replied that— "My Lords are prepared to favourably consider the proposal of your Board to establish a Higher Grade School." In a subsequent letter, the Department stated that it was desirable that the term, "Higher Grade," should be used in the designation of the School. The School was opened in temporary premises, and on the 30th October, 1891, the new Higher Grade building was opened by the Right Hon. A. J. Mundella. During the course of his address he said :— "Higher Grade Schools were actually necessary for perfecting the elementary education of the country. They gave a stimulus to the whole education of the town, and would raise the tone of every school, however poor, or however remote from the Higher Grade School, the children attending the school might be."	The Education Department approves of a proposal to establish a Higher Grade School. A former Vice-President of the Council thinks Higher Grade Schools a necessity.
Great Grimsby	Wintringham Higher Grade School.	Supply Form VII., dated the 30th August, 1894, showed expenditure on the following items :—Drawing Room, £60 ; Lecture Theatre, £100 ; Balance Room, £50 ; Laboratory, £450 ; Manual	The Education Department sanctions provision, out of loan, for

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Great Grimsby	Wintringham Higher Grade School—*continued.*	Instruction Room, £300. The plans were approved on the 3rd August, 1894. On the 8th January, 1896, the School Board in forwarding Preliminary Statement, Form 6B, asked permission to charge certain fees, and submitted particulars of the organisation of the school; extracts from the Board's letter are given below:—	Science and Art Instruction.
		"The school is established to give an education of a strictly practical character, calculated in the highest possible degree to fit the scholar for the business of life; to prepare those who wish to enter the large Secondary Schools in the country, or who desire to pass the Matriculation Examinations in connection with the Universities."	
		The work of the school was set forth in two sections, viz., an Elementary Section and a Higher Section. Of the Higher Section, the Board stated:—"*This section is intended for scholars beyond the standards of the Education Code.* The full courses of study occupy three years, and are arranged with a view to the future occupation of the pupil. The subjects of study embrace Scripture, Theoretical and Practical Chemistry, Theoretical and Applied Mechanics, Machine and Building Construction, Human Physiology, Hygiene and other important Science Subjects, Advanced Drawing, French and German, Physical Exercises, Swimming, Shorthand, Book-keeping, Typewriting. Manual Instruction in Wood, Iron, and Brass Work, is given to all boys, and the girls receive instruction in Cookery, Household Management, and Dressmaking." The letter also set forth the special accommodation provided, showing the second floor to be equipped for Science and Art Instruction exclusively. On the 3rd March, 1896, the Educa-	Instruction beyond the Standards of the Code.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Great Grimsby	Wintringham Higher Grade School—*continued.*	tion Department approved of the Preliminary Statement, and indicated the month of inspection of the school, and on the 28th February, 1896, the Board's application to charge fees was granted.	
Halifax ...	Higher Board School.	*Extracts from correspondence between the School Board and the Science and Art Department respecting the formation of a School of Science.* *Department's letter, dated 26th April, 1887.* "The adoption of the organised Science School course, while rendering the Science and Art work of the School more thorough, need not interfere with the proper teaching of those other subjects of general education which the circumstances of the locality may render desirable. "The Department would be glad to learn that your Committee will give effect to the recommendation of the Inspector for the formation of an organised Science School Course" *The Board's reply, dated 8th June, 1887:* "I beg to inform you that our Committee have decided that this school shall be conducted, *according to your suggestion of the 26th April,* as an organised Science School, under section 33 and 34 of the Science Directory . . . etc."	The Halifax School Board, at the instance of the Science and Art Department, arranged the formation of an organised Science Schoo
Hanley ...	Higher Grade School.	Supply Form No. 7 specified, in addition to the ordinary accommodation, the following:— Art Rooms. Lecture Theatre. Laboratory. The whole of the estimated expenditure, as entered on Supply Form No. 7, was approved by the Education Department, and a loan sanctioned.	The Education Department sanctions a loan for the erection of a Higher Grade School, including premises of Laboratory, Lecture Theatre, etc.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Hanley ...	Upper Grade School—*continued.*	*Extract from letter from the Education Department, dated 13th October*, 1892. "With regard to the proposed Higher Grade School I am to enquire whether it is, or it is not, intended that the proposed "Higher Section" should be conducted as a distinct and separate department of the School. . . . I am also to enquire whether the proposed "Higher Section" is to be composed solely of scholars who have passed in the three elementary subjects of Standard VII., and whose attendances (if the scholars are upwards of 14 years of age), would not be recognised. (Article 13 of the New Code.) I am to enquire also, whether it is intended to apply to the Science and Art Department for Grants for the Higher Section as an Organised Science School." *Extract from the Board's reply, dated 18th October*, 1892. "It is the Board's intention to apply to the Science and Art Department for Grants for the Higher Section as an Organised Science School."	The Education Department is clearly and in definite terms informed that the Higher Grade School will include an Organised Science School.
Hedworth, Monkton, and Jarrow	Grange Higher Grade Board School.	This Higher Grade School was opened in 1886, and on May 1st, 1886, application was made to the Department of Science and Art for the recognition of the ex-standard scholars as an organised Science School. The Department's reply was favourable (letter of 6th May, 1886), but the matter was allowed to lie over by the Board until May 30th, 1887, when application was again made, and granted on 3rd August, 1887. The School, thus formally recognised, has continued to receive grants up to the present time. In December, 1887, the Science and Art Department made	The Science and Art Department recognise School of Science.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Hedworth, Monkton and Jarrow	Grange Higher Grade School—*continued.*	a grant of £80 10s. towards the Laboratory fittings. The following is a copy of a letter addressed to the Board by the Science and Art Department on the 12th January, 1897 :— (Copy.) "12th January, 1897. "Jarrow-on-Tyne : Grange Higher Grade School, Board School, Birch Street, Organised Science School, No. 1157. "Sir, "I am directed by the Lords of the Committee of Council on Education to acquaint you that the School Board of the United District of Hedworth, Monkton, and Jarrow, has been approved, in its corporate capacity, as the Local Committee for the Science and Art classes at the above-named School. "I am, Sir, "Your obedient servant, "A. J. R. Trendell."	The Lords of the Committee of Council on Education approve of the School Board in its corporate capacity as the Local Committee for School of Science.
Huddersfield	College Higher Grade School.	This school was formerly a Secondary School, known as the Huddersfield College ; the premises were purchased, with the sanction of the Education Department, for the purposes of a Higher Grade School, at a cost, inclusive of the site, of £5,000. The plans approved by the Education Department distinctly set forth provision for Chemical and Physical Laboratories, and other requirements of a School of Science. Supply Form No. VII., approved by the Department as a basis for the loan of £9,000, including the £5,000 previously referred to, distinctly shewed, for instance, two Demonstration Tables for Chemistry Room and Lecture Room, at £10 each, and 29 Chemical Laboratory Benches, at a cost of £3 10s. each. The school was formally opened on December 20th, 1894, by the Right Hon. A. H. D. Acland, then	A Higher Grade School, including a School of Science, is established by the aid of a loan sanctioned by the Education Department. A Vice-President of the Committee of

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Huddersfield	College Higher Grade School — *continued.*	Vice-President of the Committee of Council on Education. In the course of an address in the Town Hall, he said :— "The Higher Grade School, which I have carefully surveyed to-day, and the opening of which we celebrate to-night, is a school of which Huddersfield may well be proud. . . . I recognise in that beautiful school, so well converted, so admirably lighted, and so excellently fitted for its work, the true and appropriate crown for the elementary work of your scholars in this borough."	Council on Education opens a Higher Grade School, and expresses his approval of the same.
Kingston-upon-Hull	Central Higher Grade School.	In April, 1889, the Hull School Board applied for a loan to build their Central Higher Grade School, which contained large Chemical and Physical Laboratories, Lecture Theatre, and Apparatus Room. On the 15th May, 1889, the plans and specifications, involving an expenditure of nearly £17,000, were approved.	The Education Department approves plans and sanctions loans for the erection of Higher Grade Schools, making special provision for Science and Art Instruction.
	Craven Street Higher Grade School.	On the 24th July, 1890, a similar application for a loan was made on behalf of the Craven Street Higher Grade School. On the 15th January, 1892, the Department approved the plans and tenders.	
Leeds ...	Central.	The Leeds Central Higher Grade School was planned in 1887. Supply Form VII., furnished to the Education Department, shewed expenditure on the following items :—Laboratory Benches, £500; Physical Laboratory, £200; Art Room Fittings, £200. The plans submitted to, and approved by, the Education Department shewed Lecture Theatre and rooms, which at that date were distinctly in advance of the requirements of a public elementary school.	The Education Department approves plans and recommends loans for the provision of Higher Grade Schools, including provision for Science and Art Instruction.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Leeds ...	Southern Higher Grade School.	In 1890 plans were approved for alterations at the Southern Higher Grade School shewing provision for Science and Art teaching, and the loan included items for Laboratory Benches, &c.	
Liverpool		*Copy of a letter addressed to the Liverpool School Board by the Science and Art Department, on the 25th March*, 1889. "I am directed to state for the information of your Committee, that the Department of Science and Art accord special facilities in the case of School Boards which act in their corporate capacity as Local Committees of Schools of Science and Art, and of Art Classes. "In such cases the Department recognises the School Board in its entirety as a local committee, and raises no question as to the status of its members, nor as to their having relatives or pupils who are candidates for the Department's examinations. The Department also allows the Officers of the Board to visit the classes for which the Board acts as a local committee, to sign the attendance registers, and to conduct the examinations—duties which, under ordinary circumstances, the members of local committees are themselves required to perform. "In order that a School Board may be thus specially recognised, it is necessary that all its members should act on a local committee, and that the local committee should be composed solely of members of the Board, with the exception that the Clerk to the School Board may act as secretary. It will be necessary for the School Board to pass a formal resolution, constituting itself a local committee under the Department, and, on a copy of this resolution being transmitted to the Department, with a list of the	The Science and Art Department explain the special facilities accorded to School Boards which act in their corporate capacity as local committees for Science and Art Schools and Classes. The Science and Art Department explain the steps necessary to be taken by a School Board in order to be thus specially recognised; the process is purely formal.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Liverpool		names of the members, and their private addresses, the arrangement will receive the Department's sanction. "A sub-committee may be formed for carrying out any duties which it may be considered advisable to delegate to them. The sub committee need not necessarily be composed of the members of the School Board, but any members of the sub-committee who are not members of the School Board must be persons who are eligible to act on a committee under the ordinary rules of the Science and Art Directory. The sub-committee is subject to the supervision of the local committee, who are responsible to the Department. "The Clerk to the Board should acquaint the Department with the names, addresses, and occupations of the members of the Sub-committee nominated by the Local Committee, and should inform the Department annually, on Form No. 168, before the 31st October, that the Board continue to act as the Local Committee. He should also report from time to time such changes as may occur in the constitution of the School Board or of the Sub-committee which it appoints."	
Liverpool	Arnot Street Higher Grade School.	*Copy of a letter from the Science and Art Department to the Liverpool School Board.* *London*, 16*th Feb.*, 1897. *Liverpool, Arnot Street Higher Grade School, Walton.* "This school now possesses all the accommodation required for an Organised Science School, except a Physical Laboratory, and I think that an Organised Science School would be successful in this part of Liverpool." These remarks of the Inspector are communicated for the information of the Board.	The Science and Art Department gives encouragement to the Liverpool School Board to establish a School of Science.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Llanelly (Carmarthen)	Higher Grade School.	On the 6th June, 1889, the Education Department approved of plans for a Higher Grade School, a Chemical Laboratory being shewn on the plans as part of the proposed accommodation. On the 20th July, 1889, the sanction of the Department was obtained to a loan for the amount required for the erection of the School. In 1897, the Board decided to build a Physics Laboratory. Plans were sent to the Department and approved of, and sanction obtained for borrowing the money required for the erection of the same.	The Education Department approves plans and sanctions a loan for the erection of a Higher Grade School, including Chemical Laboratory.
Manchester		The Board have six Higher Grade Schools, each with a School of Science attached. The following extract from a letter to the Education Department, dated the 28th December, 1892, and forwarding plans, specifications, and Supply Form No. 7 for the Ardwick (Devonshire Street) Higher Grade Board School, will show that the Department was fully cognisant of the fact that this school was to include a School of Science:— *Extract.* "The total estimated cost of the school only slightly exceeds the amount allowed by My Lords for an ordinary public elementary school of this size, and the Board consider that the cost is economical seeing that it includes the extra accommodation required for a Higher Grade School, *embracing an organised Science School with provision for Manual and Technical Instruction.* I have now to ask that My Lords will sanction a loan to meet the expenditure." On the 30th January, 1893, the Education Department approved of the plans (Supply Form No. 5), and consented to the Board borrowing a sum of £13,250 on security of the School Fund and Local Rate, and charging that Fund and Rate with payment of principal and interest.	The Education Department approves plans, and sanctions a loan for the erection of a Higher Grade School, avowedly including a School of Science. See also Note on page 287 for opinion of the late Rt. Hon. A. J. Mundella, M.P., when Vice-President of Committee of Council on Education.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Nottingham	Queen's Walk.	The Department, by letter 23rd August, 1890, approved plans for enlargement of this school, and provision of Chemical Laboratory to accommodate fifty pupils, and sanctioned loan of £2,612 10s. 0d. to cover cost.	The Education Department approves plans and sanctions expenditure on the erection or enlargement of Higher Grade Schools, including special provision for Science and Art Instruction.
	Stanley Road.	The Department, by letter 23rd November, 1893, approved plans and consented to Board borrowing £14,397 for erection of the Stanley Road Higher Grade "School." The plans included Chemical Laboratory, Physical Laboratory, Lecture Room, Special Art Room, &c.	
	People's College.	On 5th December, 1896, the Department approved plans for erection of Physical Laboratory, &c., and sanctioned a loan of £1,315.	
		Extract from letter, &c., from the Education Department to the Board on 3rd September, 1880, when the People's College Higher Grade School was being organised.	
		"My Lords think the Board would do well to limit the programme of the School to what is allowed by the Fourth Schedule, but there would be no objection to their organising a class in connection with the school which might obtain the Science Grant offered by the Science and Art Department."	
	Meadow Higher Grade School.	Plans approved for this school on 23rd December, 1897, and loan of £21,219 sanctioned. Accommodation includes Chemical Laboratory, Physical Laboratory, Physical Apparatus Rooms, Science Lecture Room, Special Art Room, &c.	

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Oldham ...	Waterloo Board School.	On the 7th March, 1890, the Education Department approved plans for the erection of a school, including in its accommodation Lecture Rooms for Chemistry and a Laboratory. On the 29th August, 1890 (Supply Form V.), the Education Department consented to the borrowing of a loan of £7,102 for the erection of this school.	
Rochdale	Central	Supply Form IV., dated 3rd December, 1891, gave the Education Department's sanction of the plans, showing Lecture Room, Laboratory, Balance Room, etc. Supply Form No. VII., dated the 30th December, 1891, forwarded by the Board to the Education Department, showed clearly that provision was being made for a Science School. The following is an extract from the Form :— *Science School.* Lecture Room .....1,015 sq. ft. Chemical Laboratory...1,015 „ „ Store ..... 208 „ Balance Room ..... 245 „ Preparation Room..... 208 „ The Form also gave estimates for fitting up Chemical Lecture Room and Chemical Laboratory. The school was erected by means of a loan recommended by the Education Department.	The Education Department approves of erection of a School of Science and approves of a loan for the purpose.
Salford ...	Central Higher Grade School.	In a letter, dated 11th November, 1893, enclosing plans of the proposed building, which included accommodation for a Pupil Teachers' centre, as well as for a Higher Grade School, it was explained that the school was intended for children in Standards VI. and VII., *and above these Standards*, and the nature of the special accommodation contemplated, viz., Chemical Laboratory, Lecture Theatre, etc., was clearly set forth.	The Education Department approves plans and sanctions loan for erection of a Higher Grade Board School.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Salford ...	Central Higher Grade School—*continued.*	Supply Form No. 4, dated the 18th November, 1893, intimating the Education Department's approval of the plans specifically mentions the provision for instruction in Chemistry. Supply Form No. 7 included £150 for the furnishing of the Chemical Laboratory, and £50 for a Lecture Room.	
	Grecian Street.	In the case of the Grecian Street School, the Loan recommended by the Education Department covered the whole of the expenditure, with the exception of a sum of £191 10s. received from the Science and Art Department towards the cost of the Chemical Laboratory. Supply Form No. 7 contains the following items:—	
		£ Two Galleries (Lecture Room) ... ... 35 Twenty Art Desks for Studio ... ... 40 Furniture and Fittings of Chemical Laboratory 225	
		These were approved by the Education Department.	
Sheffield ...	Central.	On the 6th December, 1873, the proposal to erect a Central School formed part of the Board's original scheme for supplying the deficiency in school accommodation within the Borough, and the purchase of a site in the middle of the town was approved by the Education Department. The draft educational scheme was publicly approved in 1874, by Mr. Forster himself, and the plans for the new buildings were officially approved, after careful consideration, by Lord Sandon (then Vice-President) and Sir Francis Sandford. Someone directed their Lordships' attention to a circular in which it was stated that a fee of 1s. per week would be charged. My Lords	The scheme of the Sheffield School Board, including the establishment of a Higher Grade School, is approved by Mr. Forster in 1874. The plans were subsequently proved by the Education Department.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	thereupon enquired under what authority the Board proposed to charge such a fee, in view of the Elementary Education Act, 1870, section 3. The Board replied that there would be other Departments in the same group, so that while the fee in the Higher Departments was proposed to be fixed at 1s., the average of the three Departments would be considerably less than 9d. The Board's letter proceeded :—	The Board proposes a fee of 1s. weekly in the higher Departments.
		"It is proposed in the higher department of the school to give instruction in the advanced subjects of the Code, and it is believed by the Board that such subjects may be much more economically and efficiently taught in a special school of this character than is possible in the ordinary public Elementary Schools of the district where the multiplication of special subjects for very small numbers of advanced scholars would lead to waste of power, and possibly some neglect of the ordinary work.	
		"My Lords will be fully aware that the time of a teacher in an ordinary Elementary School is very fully occupied with essential subjects, but there must always be in the highest classes of well-established schools, scholars, who by their work and ability, are fitted to receive instruction in special subjects not reached by the majority, yet it would be impossible for one teacher to give sufficient time to so small a number as is usual to be found in one department without sacrificing other interests. It will be the object of the School Board in their Central School to provide means of dealing with these scholars more effectively and more economically."	
		To this the Department—Lord George Hamilton being then Vice-President of the Council—replied as follows :—	

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	[Copy.] "Education Department, March 20th, 1880. "Sheffield Central Schools. "Sir, "In reply to your letter of the 4th inst., my Lords direct me to state that they entirely concur with your Board in the desirability of providing in a single school for the instruction of the more promising scholars in the higher subjects at a higher fee than is charged in other schools, as a course tending to secure greater economy and efficiency than the attempt to provide such instruction in each of the Public Elementary Schools under the Board. My Lords are of opinion that in order to carry out efficiently the principle involved in such a scheme, the School Boards of large towns should endeavour to grade the different schools under their control, by adjusting, as far as it is possible, the quality of the education given to the fee paid. "In order that my Lords may see how far the proposals of your Board will accomplish this object, I am to request that you will be good enough to forward, in a tabular form, a list of the schools under the Board, with the fees charged with the consent of this Department in each, and a brief statement showing the extent to which the instruction in each Department now differs, or will hereafter differ, from the instruction which will be given in the Higher Department of the Central Board School. "With reference to the proposed fees in the latter School, I am directed to point out that my Lords are precluded by the terms of Section 3 of the Elementary	The Department's reply respecting the proposed fee.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	Education Act, 1870, from accepting a department of a school in which the ordinary fee exceeds 9d. per week as fulfilling the condition of a Public Elementary School; and they are not aware that they have ever accepted a department of a school in which the average fee exceeded 9d., on the ground that a lower fee was charged in other departments of the school so as to bring the average fee of the entire school within the required limit. "In accordance with the rule which my Lords have now laid down in the Code which has recently been presented to Parliament, they will not be prepared in the future to accept schools, or departments of schools, as satisfying the conditions of recognition as Elementary Schools, if more than ten per cent. of the scholars pay a fee exceeding 9d.; but my Lords would not consider it as an infringement of this rule if a moderate additional charge were made, strictly limited to the amount required to cover the cost of books and stationery used in the school. "The proposed scale of fees should, therefore, be revised accordingly. There is a further point to which my Lords wish to invite attention. "Looking at the age (12) at which children, attending school regularly under a system of Bye-Laws, may be reasonably expected to pass the sixth standard of the Code, it is quite possible that the instruction of a class of scholars in a Central School to which they are admitted only by merit, *i.e.*, after passing the fourth standard, may, at no distant date, without going beyond the limits of a purely elementary education, be found considerably in advance of what is now realised in the schools under inspection.	The Education Department recommends the organisation of a class of scholars who might obtain the grant offered at South Kensington.

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	"The circular of your Board, however, proposes to carry the instruction in their Central School much beyond the range contemplated by the Education Acts or recognised by the Fourth Schedule to the Code, and much beyond what can be hoped for, so long as the great mass of children are presented in Standards far below those suited for their respective ages. "The Board will, therefore, do well to confine their programme to what is allowed by the Fourth Schedule, and should bear in mind. before giving further publicity to the programme, the provision introduced into the Code of 1880 (Art. 3a and 25) with respect to the age beyond which attendances cannot be reckoned for the purpose of an annual grant; at the same time it seems possible if such a course should seem desirable, that a class of scholars might be organised in connection with this school who might obtain the Science Grants offered by the Science and Art Department, although they could obtain no grant from this Department. "My Lords would be glad to be informed whether the Board are of opinion that at the proposed fee the Higher Department of the School would shortly become self-supporting, with the aid of such grants as might be obtained from this Department and from the Science and Art Department. "I am also to enquire whether the Board are satisfied that sufficient provision does not already exist in Sheffield for providing the Advanced Education proposed to be given in this School. "I am to request that one of the enclosed forms of Preliminary Statement may be completed for the Central Board School, and may	Their Lordships wish to know if the School will be self-supporting

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	be forwarded with your reply to this letter. "I have the honour to be, Sir, "Your obedient Servant, "F. R. SANDFORD. "J. F. Moss, Esq., "Clerk to the School Board, "Sheffield."	
		In reply, the Board furnished full information as to the number of children under instruction in specific subjects at the other Schools, and pointed out that there was absolutely no other educational provision of the kind contemplated at the Central School available on terms within reach of the poorer classes in Sheffield, and that other institutions did not embrace a good deal of the work contemplated in connection with the Central Higher School. The Board accepted the suggestion that the fee should be fixed at 9d., with a small additional charge for books. The letter of the Board, dated 15th April, 1880, proceeds as follows:—	The Board explains fully the scope and curriculum of the School.
		[COPY.] "April 15th, 1880. "Referring to the curriculum, I am to explain that Greek and the continuance of Latin, French, and German, beyond the limits fixed by the Fourth Schedule, were intended in a great measure to provide for specially gifted pupils who might hereafter be helped forward to the University by means of Scholarships and Exhibitions. Such exceptional cases can, however, be dealt with, if deemed necessary under the circumstances, at other times than those embraced in the official time-table of the school. The Board agree that it will be very desirable to organise a class of scholars under the regulations of the Science and Art Department. "With regard to the age at which it is assumed Elementary Education should cease, I am	

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	directed to express an earnest hope that my Lords may reconsider the provisions introduced into the Code of 1880, Art. 3a and 25, and that the present limit of eighteen years of age may be retained, the Board believe that practically such a restriction would be most prejudicial to the usefulness of their scheme in several directions. One object sought is the better preparation of those who are intending to become pupil teachers. It would be obviously advantageous, both to the schools and to the pupil teachers themselves, if, before entering upon their profession, they could be induced to remain under the suitable instruction much longer than is now generally the case, and the Board believe the limit of fourteen years of age would be by no means fully adequate. It is to be borne in mind, too, that though, theoretically, it may be assumed, a child should, under certain circumstances, reach the Sixth Standard at twelve years of age, actual experience in towns like Sheffield shew that many really promising children either do not develop as soon, or are kept back from other causes, so that they fall far below that standard at the age specified, and to cut short their school career at fourteen would, in many cases, be a serious loss to themselves, and a loss to society. "The Board observe that in the Scotch Code, eighteen years of age is still retained as the limit above which attendances may not be reckoned for scholars in day school, and there appears to be for Scotland no such restrictions as is contemplated by Article 3a of the English Code. "With regard to the question as to whether the Central School will shortly become self-supporting, the Board are unable, without experi-	The Board cannot form an opinion as to whether the

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	ence, to form a reliable opinion. They believe that it will not throw a serious further burthen upon the rates, but they cannot at present calculate, with any degree of certainty, the probable earnings. They are determined, however, to work the scheme as economically as is consistent with thorough efficiency." Upon the Preliminary Statement being afterwards furnished, their Lordships duly recognised the School, and the following postscript was added to the official intimation :— [Copy.] "July 7th, 1880. "P.S.—My Lords approve of the rate of fees fixed for this School, which they understood to be as follows :—	School will be self-supporting Fees.
		per week. For Infants... ... ... 2d. Boys and Girls in the Junior Department ... ... 3d. Boys and Girls in the Senior Department ... ... 9d. together with a moderate charge for books and stationery. "My Lords direct me, however, to add that they may at some future day find it necessary to place some restrictions upon Higher Grade Schools, in order that no departure may be made from the terms on which the Parliamentary Grant is made for Primary Education." From 1880 to 1886, Science and Art Classes were successfully carried on, both in the day and in the evenings, and the Inspectors of the Science and Art Department repeatedly urged the desirability of organising upper classes of the Day Department as an organised Science School, and in conformity with the accompanying letter a section of the school was so organised :—	

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued*	[COPY]. "Science and Art Department, "London, S.W., "8th December, 1885. "SIR, "I am directed to acquaint you that the Department learns, from the Report of the Inspector who lately visited the above-named School, that the teaching at the School is of a satisfactory character, but that it is desirable to so arrange the classes and subjects as to render the instruction in Science more systematic. "If means could be adopted to bring the School more directly in connection with the Department by making it an organised Science School, in accordance with Section lxxv.-lxxxi. of the Science Directory, the systematic instruction which would thereby be introduced would not only prove of advantage to the students, but would allow of an extra grant being earned by the School. "I am, Sir, "Your obedient Servant, G. F. DUNCOMBE."	The Science and Art Department urges the formation of an Organised Science School.
		[COPY.] *Extract from letter from Science and Art Department.* "London, "16*th April*, 1886. "SIR, "I am directed to acknowledge the receipt of your letter of the 19th instant, and to state in reply to the enquiries made therein: "(1) That in the event of the upper section of the school—embracing ex-standard scholars—being organised as a Science School in a portion of the building to be set apart for the purpose, it will be open for such scholars to receive, in addition to the Science course, some instruction in French, Latin, English, &c., provided that not	

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Sheffield ...	Central—*continued.*	less than two hours a day be given to Science instruction. "(2) That there would be no objection to Scholars other than students of the organised Science School taking their Science lessons in one or other of the classrooms to be set apart for the organised Science School, when such rooms are not required for the organised classes. "(3) That, while not refusing grants for subjects other than those specified in the course of instruction for organised Science Schools in Section lxxvi. of the Science Directory, the Department is of opinion that the course laid down gives quite sufficient work. . . . In October, 1886, the original laboratory having proved inadequate, and the Junior Scholars and Infants having been removed to another building, larger space was appropriated for the Chemical Laboratory, and the Science and Art Department made a grant of £225 towards the cost of the new fittings. On the 2nd December, 1891, the Education Department approved of plans for the extension of the Central School, including Chemical Laboratory, Physical Laboratory, Machine Drawing Room, and Science Lecture Rooms. These involved a cost of £31,563, including cost of land. On April 26th, 1895, the new buildings, appropriated wholly for Science and Manual Work, were opened by Sir George Kekewich, Secretary of the Education Department.	The Education Department sanctions expenditure on Laboratories, Lecture Rooms, etc.
South Shields	Westoe Road	Extract from a letter from the South Shields School Board to the Education Department, dated the 1st October, 1898, and enclosing preliminary sketch plans of new premises for Westoe Road Higher Grade School :—	The Education Department approves of plans, and sanctions a loan for the erection of a

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
South Shields.	Westoe Road—*continued.*	"This school is specially designed for the purpose of a Higher Grade Department, *with facilities for a Science School Course under the Department of Science and Art.*" The preliminary sketch plans were approved by the Department in a letter dated 3rd January, 1899. On the 22nd July, 1899, complete plans were submitted to the Education Department, and approved by letter 1st August, 1899. Plans, Specifications, and Supply Form No. 7, submitted on 5th October, 1899; the Department signified their approval, and gave consent to a loan of £18,800 on the 13th October, 1899.	Higher Grade School, including a School of Science.
Sunderland	Bede Higher Grade School.	In a letter dated the 3rd January, 1888, the Education Department sanctioned a loan of £11,400 for the erection of this school, and on the 23rd October, 1890, approved of plans for a Laboratory and Caretaker's House, and consented to a loan of £2,250 for the purpose.	The Education Department approves plans and sanctions loan for erection of a Higher Grade Board School.
Swansea	Central Higher Grade School.	The Board's Higher Grade School was established in September, 1883, in accordance with the suggestion of Mr. Mundella (then Vice-President of the Committee of Council) contained in the circular to Welsh School Boards of the 10th August, 1882.	A Higher Grade School established at the suggestion of the Education Department.
		On the 21st January, 1886, an officer of the Science and Art Department visited the school and suggested the desirability of forming an Organised Science School. It was not, however, until 1892 that an Organised Science School was formed.	An Organised Science School formed at the instance of the Science and Art Department.
		In 1890, a new site was obtained and a new school for boys projected. Plans providing class-room accommodation for 480 scholars, a Lecture Hall, Chemical Laboratory, Preparation Room, Balance and	The Education Department approves plan and sanctions loan for the erection of a

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Swansea ...	Central Higher Grade School—*continued.*	Store Room, and Technical and Manual Instruction Rooms, were submitted to the Education Department for approval. After some correspondence the plans were approved on the 13th April, 1891, and a loan sanctioned on the 9th May, 1891.	Higher Grade School with special rooms for Science and Technical Education.
Todmorden	Roomfield Board School.	This School of Science was established in 1893. In 1895, Sir George Kekewich expressed his satisfaction at finding a country Board (Todmorden U.D.) in as good a position as Sheffield and Birmingham as regards *free* organised Science Schools (*Todmorden Advertiser*, 31st May, 1895). In 1896 and 1897, the Science and Art Department repeatedly urged the provision of a Physical Laboratory. In 1898 the Board submitted plans for the laboratory to the Inspector of the Science and Art Department, who approved, and to the Education Department which did not object to the plans, but declined to consent to a loan to cover the cost. The Board provided the Laboratory and paid for it direct from the rates. At the last inspection of the School of Science, the Science and Art Department Inspectors expressed themselves as well pleased with the action of the Board in providing the new premises out of the rates, after the Education Department and the County Council had declined to render assistance.	
		The following is a copy of a letter addressed by the Science and Art Department to the Todmorden School Board on the 17th December, 1891 :— "I am directed by the Lords of the Committee of Council on Education to acquaint you that the Todmorden School Board has been approved *in its corporate capacity*	The Lords of the Committee of Council on Education recognize the School Board, in its corporate capacity, as a local committee for Science

Name of Board.	Name of School.	Particulars of Official Sanction of Plans or Loans, &c.	Notes.
Todmorden	Roomfield Board School—*continued.*	as a local committee for the above schools." The schools referred to were Cornholm Vale Board School, Roomfield Board School, Lydgate Science School, Walsden Board School, Walsden Science School, Lanebottom Board School, Lanebottom Science School, Hebden Bridge Central Board School, and Hebden Bridge Science School and Art Classes.	and Art Instruction.

At the opening of the Central Board School, Manchester, on the 7th July, 1884, the Right Hon. A. J. Mundella, M.P., Vice-President of the Committee of Council on Education, speaking eulogistically of the Higher Grade Schools, said :—

"I think it is right that I should give honour where honour is due. The first recognition of the Central School system does not belong to the Government with which I am associated. It belongs to the late Government. I believe it was Lord George Hamilton who sanctioned Peter Street School as a Central School, and I believe every subject that is now or about to be taught in this school received the sanction of the late Government. Therefore, there is no new departure to-day, either in the fact of a Central School or in the subjects that are about to be taught in it. It was established, as the Sheffield Central School, the Bradford Central School, and many others in the kingdom were, during the time of the existence of the late Government, and when my noble friend Lord George Hamilton occupied the post which I do, that of Vice-President of the Council. I think it would be unfair in me not to recognise the wisdom and the foresight of the noble lord in establishing this system of graded schools where grading is possible in our large towns and cities."

And again :—

"In addition to this instruction, scientific instruction will be taught in this school. It will have the effect, I hope, of providing your mills, your workshops, and your machine-shops, your textile trades, your designing trades, with clever students, with promising overlookers—the future non-commissioned officers—and I hope some may rise to be the future captains—of the great trades and industries of this city. We have neglected too long this branch of education."

Again :—

"This £30,000 spent on these premises is the best investment, I venture to say, that the city of Manchester has made for a long time. I believe money has never been better laid out than in this Central School, and as the representative of the Education Department, I thank you. I thank the Board over which you, Mr. Birley, preside, for your courageous, liberal, and enlightened policy, and I trust that from this school will go thousands of the citizens of Manchester to bless and honour the city to which they belong."

APPENDIX II.

Letter from Vice-President of Committee of Privy Council on Education addressed to School Boards in Wales, 10th August, 1882.

[Copy.] Circular No. 213.

CIRCULAR TO SCHOOL BOARDS IN WALES.

Education Department,
10th August, 1882.

Sir,

1.—The Lords of the Committee of Council on Education desire to invite attention to one of the suggestions in the Report of the Departmental Committee on Intermediate and Higher Education in Wales, viz., that "in places where there is a considerable population requiring education superior to that which can be provided in an ordinary elementary school, but unable to avail themselves of a higher school, advanced elementary schools for boys and girls should be established, and that the instruction in such schools should be adapted as closely as possible to the characteristics of each place, and to the educational needs of the inhabitants."

2.—We consider that the establishment of such a school as is here recommended may, probably, be regarded as likely to be of advantage to the district under the jurisdiction of your Board.

3.—You will find in the Appendix to the Report of the Commissioners (p. cxiii.) an interesting letter from Mr. Hanson, of Bradford, describing the "higher board schools" which are working successfully in that town. One or more schools of the same character appear suited to meet some of the most pressing educational requirements of many Welsh districts; while they would prepare the scholars to take advantage of the future development of secondary or technical schools of a still higher grade to which we look forward with much interest.

4.—Even in districts in which there is no immediate prospect of the provision of means of secondary instruction, it ought to be remembered that the Universities of Scotland are yearly attended by a large number of students who come from schools under inspection where they have received the whole of their previous education. The circumstances of many of these students are very similar to those of the scholars in schools in Wales, and the changes recently made in the Code, which, by the introduction of a seventh standard and a re-arrangement of the higher subjects, now offers grants in aid of a course of instruction suited for scholars able to remain at school up to fourteen or fifteen years of age, will, it is believed enable promising youths to pass directly from the schools under

inspection to the colleges about to be established with assistance from the public funds both in North and South Wales.

5.—We recommend that if such a school as the Committee suggests were established by your board, admission to it should be confined to scholars who had passed the fourth standard, and who would therefore, under the Code of 1882, be ranked in the upper division of a public elementary school. In this way, by confining the work of the ordinary board schools to the four lowest standards, a less costly staff would be required for these schools, while the education in them would be made more thorough. It often happens that a few children in the upper standards of a school, although they constitute but a very small percentage of the attendance, take up a quite disproportionate amount of the head teacher's time and attention, while the lower standards are left to the subordinate staff.

6.—A higher fee than that usually fixed for aided schools, but not exceeding ninepence per week, might reasonably be charged for admission, it being always understood that in the case of any child qualified by attainments, but unable to pay the fee, the board would remit the whole or such part of it as the parent could not afford. Local effort also might, it is hoped, be trusted to provide, as at Liverpool, Sheffield, and elsewhere, scholarships of a small amount, tenable for two or three years, by which poor children (who without such assistance would have to go to work as soon as they had passed the labour standard of the district) would be enabled to prolong their stay at school. The parent, who would gladly pay a weekly school fee, cannot sometimes forego the earnings of his child, but would be enabled to do so if the child had a small scholarship in lieu of part of these earnings, the balance being met by the parents' self-sacrifice.

7.—As regards the question of expense, to which the Board will naturally attach great importance, we believe that under a well-organised system of graded schools, the cost to the ratepayers of the education of a district need not be greater than it is now. The advanced schools ought to be self-supporting, while the expense of the more elementary schools will be reduced by greater efficiency in the teaching, and consequent increase in the grants earned by each of them.

8.—We have observed with regret that the supply of accommodation which has been provided by the school boards in several districts in Wales is not so fully made use of as could be desired, and there is too often a considerable disproportion between the school seats and the number of scholars who occupy them. In such cases, or even when the schools are fully occupied, it might be possible to set apart either the whole, or a department, of one of the larger board schools in a central

situation for an advanced elementary school. But where the school supply is fully in use but not complete, it might be advisable to provide a new school for the object which we have in view. The Department will be prepared in such a case to recommend the Public Works Loan Commissioners to make a loan for the purpose, and, as the provision of a rather larger number of class rooms than are necessary for an ordinary elementary school, and the establishment of one or more laboratories for practical instruction in Chemistry, or branches of Physical Science which have a bearing on the industries of the district, may require the premises of the new school to be of a somewhat more expensive character than usual, their Lordships will feel themselves justified in relaxing the rule which limits the amount of the loan, which they are willing to recommend, to £10 per scholar accommodated.

9.—I have accordingly to request that, if on considering this letter your Board should be disposed to entertain the suggestion conveyed in it, you will furnish the Department with a statement of:—

(1) The present population of the district.

(2) The amount of accommodation available in public elementary schools:—

(*a*) Under the Board.

(*b*) Under voluntary managers.

(3) The names of any board school which might, in the opinion of the Board, be made use of as a higher elementary school; or

(4) The amount of further accommodation which they would think it necessary to provide for such a purpose.

10.—The Board must bear in mind that under section 10 of the Education Act of 1873, no loan can be made for providing school accommodation which is in excess of the educational requirements of the district, so that the existing school supply, and the population under their jurisdiction, will have to be very carefully looked to when they are considering this matter.

11.—We should further be glad to be informed what standard the Board would propose to fix for admission to their advanced school, and to what *specific* or *class* subjects they would wish to pay special attention in drawing up the course of instruction to be followed in the school.

I have the honour to be, Sir,

Your obedient servant,

A. J. MUNDELLA.

To the Clerk of the School Board of

Notes.

SCHOOL BOARDS have done a great deal to provide Science and Art instruction in day and evening schools; and as shown in the article this month on the *Limitation of Popular Education*, they have been much strengthened and encouraged by the Education Department to go forward in this direction. Not only in official letters from Whitehall and South Kensington has this been done, as the appendices to the article clearly show, but the Inspectors in their reports have noted the success which has attended the carrying out of their suggestions to the School Boards. Quite at hazard we select the following remarks of Mr. Charles A. Buckmaster, one of the senior Inspectors of the Science and Art Department. These and many more of a similar kind may be found in the Official Reports presented to Parliament:—

". . . The second important question which has occupied much of my time during the session is the relations existing between School Boards and Science Classes. An increasing number of School Boards are recognising the desirability of encouraging Science and Art instruction. The amount of recognition varies from a grant of the Board school premises at a moderate or nominal rent, without further interference, to a system in which the necessary building, teaching, and apparatus is provided by the School Board, and in which the instruction given is kept entirely under the Board's control. In a great majority of cases a recognised educational body, such as a School Board, is probably the best local authority for the Department's purposes for the control of Science schools."

". . . To obtain the greatest amount of good the instruction must be systematic, with provision for teaching allied groups of subjects, and for continuing the instruction from year to year. This can be done where the School Board look upon the maintenance of one or more efficient Science schools as part of their duties, and with what good effect the example of the Manchester School Board bears witness. *I have, therefore, urged upon School Boards to gradually take into their own hands the management of classes held in their own schools, and often taught by their own teachers; to provide suitable premises and apparatus, to arrange, whenever possible, for the teaching of those subjects which are of the most importance for their own localities, and not merely of those subjects which produce the biggest grants; and to continue such instruction from year to year in either day or evening schools.*"—[Report Science and Art Department, 1884-5, page 103.]

"Another difficulty lies in the reluctance shown by several Boards to commence the organised school course till the children have passed the Seventh Standard of the Code."

This reluctance is, I believe, founded on a double misconception, namely, that children who have passed the sixth standard must be presented for examination under the Education Department if they continue to attend, and that instruction in none but science and art subjects is desired in an organised science school by the Science and Art Department. These misconceptions I have endeavoured to remove by attending meetings of various boards when invited so to do. I have thus been able to point out that in addition to the subjects mentioned in the Science and Art Directory, which are those on which alone the Department can make payment, other subjects may be rightly added, according to the requirements of each locality. I have also ventured to suggest that one such subject should be workshop instruction, without which I think no organised science school can pretend to be complete. I trust that in doing this I have not exceeded my duty, in view of the probability of its speedy recognition either by this or by the Education Department.—*Report*, 1886, *page* 49.

Mr. Gilbert R. Redgrave, now chief senior inspector, reporting to the Science and Art Department in the Report for 1887 said, "As far as my experience goes there is still a want of more liberality on the part of school boards in the encouragement of science and art classes. It is not enough to give the rooms, heating, and lighting for this purpose, but some small amount of active and intelligent supervision, and a trifling grant for apparatus would greatly assist the master in his work.—[*Report*, 1887, *page* 11.]

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We hear of great differences in the amounts of grants awarded to Schools of Science, and we hope shortly to issue a return of those paid for last year. The information as to the varying practices of different Inspectors inserted in the *Gazette* last February undoubtedly had a beneficial effect, but much still remains to be done before the Science and Art grants can be said to be administered on the same lines as are the grants of the Education Department in aid of public elementary schools. In the case of the latter it has now become fully recognised as an article of faith on the part of H.M. Inspectors of elementary schools that—"As regards the assessment of higher and lower rates of grants, my Lords wish you to remember that the main and primary object of your visits is not to inflict

penalties for defective points, but rather through your educational suggestions and influence to remove defects in the school management and instruction."—(*Instructions to H. M. Inspectors*, 1896.)

This plan, which has worked so well in the case of the Public Elementary School grants, now amounting to £4,556,000 annually, might be well applied to the case of the Schools of Science with their modest £83,336.

——:——

Mr. W. Dyche, the President of the Association of Head Masters of Higher Grade Schools and Schools of Science, in his address, at the annual meeting on the 3rd November, very clearly traced the development of advanced education in Board Schools. He marshalled his facts in a masterly manner, and the address should do much to clear away the fog which now surrounds the consideration of the true issues raised by the recent official hindrances placed in the way of the progress of Higher Grade Schools. Mr. Dyche throws some interesting side-lights on departmental administration and its changes—not the least interesting of them is the omission from the later directories of the Science and Art Department of the following paragraph, which formerly was placed to the forefront:—

"The object of the grant is to promote instruction in Science, especially among the industrial classes."

The motives which influenced the establishment of South Kensington were worthy of the men who were the pioneers in the giving of Science and Art instruction to the people. Some of the original objects sought to be served, particularly the one above referred to, seem in these later days to be in some danger of being forgotten.

X.—School Planning.

THE HIGHER GRADE SCHOOL—*continued.*

THE Higher Grade School is generally the central or principal school belonging to the School Board, and it stands at the head of the elementary system of the town. In certain large towns there are more than one of these higher grade schools, so situated as to supply the needs of different parts of the district. The high price of land in the centre of a large town means that the site of a higher grade school is nearly always a costly one, and the necessity of placing the school in a central position is frequently only met by the obtaining of a smaller site than is usually used in the case of ordinary schools, for whose needs an acre of land is required for a school of 1,000 children. Suffering to a more or less degree from the exigencies of the situation of the site, and it may be also from its restricted character, the planning of a school of this kind will call for the exercise of skill of no ordinary kind in the various arrangements of the building. The disability of having only small play-grounds must be minimised by the provision of an internal gymnasium, which under any circumstances will be of considerable advantage to such a school.

Speaking generally of the arrangements, the Higher Grade School may well be described as a building of the best class of the elementary school type, with certain extra accommodation of the following kind:—

Chemical Laboratories.—At least two in number, with adjacent balance rooms.

Physical Laboratory.—One or more.

Manual Instruction Rooms.—One for wood work, and another for iron work.

Cookery Instruction Room.—With scullery and cloak-room.

Laundry Instruction Room.—Properly fitted up with appliances for washing, starching, and ironing clothes.

Drawing Instruction Rooms.

Gymnasium.—So arranged that it may be used by both boys and girls, when there is not a gymnasium attached to each department.

Dining Rooms.—Separate for boys and girls. This provision is generally necessary, as a large number of children will probably live a distance from the school.

Special rooms may well be provided for—Machine Drawing

(furnished with drawing tables), Practical Mechanics, Typewriting, Dressmaking, Library.

The Higher Grade School will nearly always be used for Evening School work of an advanced kind, and the special rooms enumerated will be found valuable for this purpose. Where there is a large evening school a common room for the students will be useful for the accommodation of those waiting for different classes, and for the purposes of private study.

Teachers' Rooms.—One for the principal teachers, with an ante-room. A room for the men, and another for the women assistants are absolutely necessary.

The classrooms must vary in size, and be adapted to meet the requirements of the Science and Art Department, as well as those of the Education Department, the latter affecting the standard part of the school. In the upper part there is generally a school of science conducted under the rules of the Science and Art Department, and it must be borne in mind in arranging the size of the classrooms that in the upper parts of the school the classes diminish in numbers, and that in no class must there be more than forty pupils under the instruction of one teacher.

Where the Higher Grade School is concerned with the training of pupil teachers, special accommodation will be necessary of the kind we shall treat of under the heading of "Pupil Teachers' Centres."

The Higher Grade School should possess central halls for each department where there is more than one. These central halls may well form an architectural feature of the building. In all schools it is essential that there should be such a hall capable of accommodating the whole of the pupils for the purpose of assembling, &c. The hall will also be useful for examinations, &c., and will be frequently called into use for Scholarship and Certificate Examinations in towns when the Education Department makes local arrangements for the holding of such examinations. The hall will also be used for prize distributions, &c.

In all schools of the kind there should be a few spare rooms provided. As time goes on, the education given by the Higher Grade Schools will become more and more general in its character, and it is well to foresee possible developments.

Having enumerated the general features of the school, it is hardly necessary to urge that the building should be worthy in every respect of the important purpose it will serve—no less than that of being the real higher school for the people who send their children to the primary schools, for it can only be

in the Higher Grade Schools that six-sevenths of the children of the nation can hope to benefit by advanced instruction.

In a future chapter we shall deal *seriatim* with the various departments of the school, describing in detail the equipment of the laboratories and special rooms of various kinds.

A careful study of the rules of the Science and Art Department affecting schools of science will be of value in connection with the planning of a Higher Grade School, and these are appended. The roman numerals refer to the Sections in the Science and Art Directory.

Schools of Science.

LVI.—A School of Science, as distinguished from a Science School or Class, is one in which the instruction is carried on methodically, according to one or other of the courses laid down in the following rules, or according to a course which has been specially submitted and approved by the Department. The school must be under the control of a body of managers formed in accordance with the provisions of § VII., page 3, and the qualifications of the teachers to give the necessary instructions must be approved by the Department. The work of the School must be carried on in Day Classes, and no School of Science will be recognised as such unless it has at least twenty students at its formation, nor will it continue to be recognised beyond two years after its formation unless it has a fair proportion of students taking the Advanced Course.

LVII.—A School of Science must provide a thorough and progressive course of education in Science combined with literary or commercial instruction adapted to students whose education is such as would fit them to enter Standard VII. of the English Code for a Public Elementary School. Students whom the Inspector reports to be unfitted to benefit by the course, *and students under twelve years of age on the 1st August of the school year, for which the claim is made, unless specially allowed by the Inspector*, must be excluded. The Managers of the school will be required to certify that no payment is claimed on account of any student (*a*) who has not passed out of Standard VI. of a Public Elementary School in England or Scotland, or the second stage of the fifth class in Ireland; (*b*) who has not received an education equivalent to the above in some other school before entering the School of Science; or (*c*) who is a pupil of an Evening Continuation School.

LVIII.—In order that a School may be eligible for recognition as a School of Science, it is necessary—(1) that an

application be forwarded not later than the 1st September * in each year, on Form 122, showing that it possesses properly equipped Chemical and Physical Laboratories; and that a time-table of the School, framed in accordance with the rules, be submitted; (2) that such time-table be approved by the Department, and that a copy of it be conspicuously exhibited in the class-room; (3) *that a statement† of the income and expenditure of the School for the period corresponding to the recognised school year be furnished to the Department*; (4) that a general register (Form 486 *s. s.*) be kept for the School; (5) that separate copies of a special attendance register (Form 486*d*) be kept for the Elementary and Advanced courses respectively, in which not more than two attendances are counted for any one student on any one day; (6) that the requisite hours of instruction per week are allotted to the subjects of the course.

LIX.—The courses of instruction for students of either sex are given in §§ LXI. to LXIV. The number of students in a class for class instruction must not exceed 40 for each teacher in theoretical work, and 25 in practical work. Where a laboratory assistant is employed 30 students may be allowed in a class for practical work.

LX.—In a School of Science, every student upon whom the variable Grant (*see* § LXVIII*b*.) is claimed must be presented *to the Inspector* in the obligatory subjects of Science, in such Art subjects as are obligatory, in at least one language, and also in some literary or commercial subjects which have been approved in the time-table submitted to the Department. Not less than thirteen hours per week must be allotted to instruction in the obligatory Science and Art subjects. Not less than eight hours must be devoted to obligatory subjects other than Mathematics. Not less than ten hours must be given to the literary subjects, which may include two hours to Manual Instruction (or in the case of women, Cookery and Needlework), and two hours for Mathematics.

Each lesson in Practical Chemistry must be of at least one hour and a half's duration, and each lesson in any other subject must be of at least forty minutes' duration.

The time-table on Form 122 must not be modified without the previous sanction of the Department.

LXI. ELEMENTARY COURSE.

Obligatory Subjects.

1.—Elementary Mathematics (as in Stage 1, Sub. V.).

* Or the 1st February in cases where the School year begins on the 1st January.

† This statement will not be required from Schools applying for recognition for the first time.

2.—Elementary Physics, including the fundamental principles of Mechanics (theoretical and practical).

3.—Elementary Chemistry (theoretical and practical).

4.—Freehand Drawing.*

5.—Elementary Practical Geometry.

This course may extend over two years, to afford sufficient time for thorough and progressive instruction. All the subjects must be taught in each year, the instruction in the second year being more advanced than that of the first year.

Reasonable latitude will be allowed to the teacher as to the nature of the course he may pursue provided the instruction is sound, satisfactory in amount, and combined with proper practical work.

> The Practical Chemistry for the first year's Course should include the setting up of Apparatus, Weighing and other Chemical Manipulations, the Preparation of Gases, the Estimation of Volume, and so on. Analysis should occupy a secondary position.
>
> The experimental work in Physics and the Principles of Mechanics should be as far as possible quantitative in character, and should lead to numerical results. It should be simple in character and of sufficient variety to keep up the interest of the students.

It must be understood that the above course is the obligatory minimum, and that it is not to be taken as a limit; so long as these subjects are fairly taught there is no objection to their being added to or expanded. Thus, besides Freehand Drawing, Model Drawing may also be taken; and under Practical Geometry, Mechanical Drawing may be taken, but these extra subjects must be taught outside the minimum thirteen hours per week devoted to the obligatory subjects of the course.

Advanced Courses.

LXII.—On the completion of the Elementary Course the work of the students should be specialised in one or other of the following Advanced Courses which have been drawn up for the Physical, Mechanical, and Biological Divisions. Students should not be admitted to these courses unless they are fully qualified to take advantage of the advanced instruction. Other special Advanced Courses, such as for Mining and Agriculture, may be sanctioned, but they must be previously submitted to the Department for approval. In any Advanced Course not more than one of the optional Science subjects may be taken in one year, together with one of the optional Drawing Subjects.

* When a student has passed an examination in Freehand, some other Art Subject may be taken, with the approval of the Inspector.

Where the drawing subject taken in a school of science is in Group I. (Art), students can be registered for attendance grants in other groups under the ordinary art rules (see § XV., page 10), provided that they receive instruction in such subjects at an art school or class outside the obligatory hours of the school of science curriculum, and that the attendances are registered separately in art registers.

When a student has received two years' instruction under the Department in practical geometry it ceases to be an obligatory subject so far as that student is concerned, and, in its place, one of the optional subjects may be submitted for approval.

LXII*a*. ADVANCED PHYSICAL COURSE.

Obligatory Subjects.

1.—Mathematics, Subject V., Stage 2, 3, or 4.
2.—*Geometry, Subject I., Advanced Stage (*see* § LXII.).
3.—Sound, Subject VIII*a*., or Light, Subject VIII*b*., or Heat, Subject VIII*c*., or Magnetism and Electricity, Subject IX. } Advanced Stage with Practical Instruction.
4.—Inorganic Chemistry, Subject X. (Theoretical and Practical, Advanced Stage).

Optional Subjects.

5.—Theoretical Mechanics, Subject VI., Divisions *a* and *b*.
6.—Physiography, Subject XXIII.
7.—Organic Chemistry, Subject XI. (Theoretical and Practical).
8.—Any subject of Art which may be approved by the Department, except Freehand (2*b*.), Geometrical Drawing, and Elementary Modelling.

LXII*b*. ADVANCED MECHANICAL COURSE.

Obligatory Subjects.

1.—Mathematics, Subject V., Stage 2, 3, or 4.
2.—*Geometry, Subject I., Advanced Stage (*see* § LXII.).
3.—Heat, Subject VIII*c*., or Magnetism and Electricity, Subject IX., Advanced Stage, with Practical Instruction.
4.—Theoretical Mechanics, Subject VI., Divisions *a* and *b*.
5.—Applied Mechanics, Subject VII., or Steam, Subject XXII.

Optional Subjects.

6.—Inorganic Chemistry, Subject X., Theoretical and Practical, Advanced Stage.

* In Geometry, Subject I., the Elementary Stage may be taken, provided that a fair proportion of the students are instructed in the Advanced Stage, but payments will not be made for successes obtained by students in the Elementary Stage of this subject.

7.—Machine Construction and Drawing, Subject II., or Building Construction, Subject III.

8.—Any subject of Art which may be approved by the Department, except Freehand (*2b*), or Geometrical Drawing, and Elementary Modelling.

LXII*c*. ADVANCED BIOLOGICAL COURSE.

Obligatory Subjects.

1.—*Geometry, Subject I., Advanced Stage (*see* § LXII.).

2.—Physiology, Subject XIV., with practical instruction, or General Biology, Subject XV., with practical instruction.

3.—Botany, Subject XVII., with practical instruction.

4.—Inorganic Chemistry, Subject X., Theoretical and Practical, Advanced Stage.

Optional Subjects.

5.—Magnetism and Electricity, Subject IX., Advanced Stage, with practical instruction.

6.—Mathematics, Subject V., Stage 2, 3, or 4.

7.—Sound, Light, or Heat, Subject VIII., *a*, *b*, or *c*, Advanced Stage, with practical instruction.

8.—Hygiene, Subject XXV.

9.—Any Subject of Art which may be approved by the Department, except Freehand (*2b*), Geometrical Drawing, and Elementary Modelling.

COURSE FOR WOMEN STUDENTS.

Elementary Course.

lementary tudents.

LXIII.—In the case of women students, Elementary Instruction (Theoretical and Practical) in one of the Biological Subjects XIV., XV., or XVII., or Physiography, Subject XXIII., may be substituted for Physics in the Elementary Course laid down in § LXI., in which case the following Advanced Course may be followed.

Where the Elementary Course laid down in § LXI. is followed an Advanced Course for women students may be submitted for approval.

ADVANCED COURSE.

LXIV. *Obligatory Subjects.*

1.—Mathematics, Subject V., Stage 2, 3, or 4.

2.—†Geometry, Subject I., Elementary or Advanced Stage (*see* § LXII.).

* In Geometry, Subject I., the Elementary Stage may be taken, provided that a fair proportion of the students are instructed in the Advanced Stage, but payments will not be made for successes obtained by students in the Elementary Stage of this subject.

† Payments will not be made for successes obtained by students in the Elementary Stage.

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3.—Hygiene, Subject XXV.

4.*—Physiology, Subject XIV., Elementary or Advanced Stage, or Botany, Subject XVII., both with practical instruction.

5.—Physiography, Subject XXIII.

Optional Subjects.

Stages to be taught.

6.—Any subject of Art which may be approved by the Department except Freehand (2*b*), Geometrical Drawing, and Elementary Modelling.

LXV.—Where the stage of the subject to be taken is not stated in the Advanced Courses for men and women any stage may be taught; but in those subjects which formed part of the Elementary Course the Advanced Stage or Honours must be taken.

LXVI.—The Advanced Course of Instruction for students may extend over two years, and for those students who have completed in one year one or other of the Advanced Courses laid down in §§ LXII. and LXIV., the second year's curriculum must be submitted to the Department for approval. It must be in continuation of the course which the student has already followed, but the time devoted to literary subjects and Manual Instruction may be curtailed to six hours per week.

Manual Instruction.

LXVII.—(*a*) Manual Instruction must form part of the Elementary Course of each student, unless special exemption is given by the Department, but Cookery and Needlework should be substituted in the case of women students. The work must be carried on continuously throughout the School year for two hours weekly.

(*b*) The †Manual Instruction—

(i.) Must be in the use of the ordinary tools used in handicrafts in wood or iron, and be given in a properly fitted workshop;

(ii.) Must be connected with the instruction in Drawing, that is to say, the work must be from drawings to scale, previously made by the scholars.

(iii.) May be given by one of the regular teachers of the school or centre at which the manual instruction is given if he is sufficiently qualified; if not, he must be assisted

* In Physiology and Botany arrangements must be made to enable forward students to be instructed in the Advanced Stage.

† The "two hours" may include half-an-hour weekly for the special drawing required under par. b. (ii.); and must include at least one hour and a half weekly of actual use of tools by the boys themselves working at the bench.

by a skilled artisan, and care must be taken to make such arrangements as will insure the maintenance of good order and discipline.

(*c*) The work of the class will be assessed by an inspector of the Department.

(*d*) No special register for manual instruction, cookery, or needlework is necessary.

School Board Intelligence.

Alverthorpe-with-Thornes. — *Amalgamation.*— The amalgamation of this district with that of the Wakefield School Board will probably be effected in about twelve months.

Barry.—*New Schools.*—The Hannah Street School, built on the Central Hall system, is approaching completion, and will be opened early in January next by Sir George Kekewich. The accommodation is for 1,334 children, and includes provision for the teaching of Cookery and Manual Instruction. The Board have in course of erection a mixed department on Barry Island, also built on the Central Hall system.

Pupil Teachers' Centre.—The Board are about to give up their Centre, and the Pupil Teachers will be trained at the Intermediate School.

Manual Instruction.—Provision for Manual Instruction is being made at four schools.

Science and Art Classes.—The management of the Science and Art Classes has been taken over by the Board.

Barnsley. — *School Journey.* — In order to improve the education of the school children, the Board has inaugurated a series of school journeys, which is one of the established features of education in Germany. The scheme has received the approval of the Education Department, and, with its consent, the journeys will be made during school hours. So far the journeys have been completed in one day. The scholars forming the detachment assemble at the school in the morning at the usual hour and set out by train or wagonette. There is ample material for interesting and instructive lessons in the country round Barnsley, and judging from the programme, the very best use is being made of it by the Teachers. The movement is the outcome of a paper in one of Mr. Sadler's volumes of "Special Inquiries and Reports," and as Mr. Sadler is a Barnsley man, it is fitting that Barnsley should act as pioneer in this useful branch of education.

School of Commerce.—The arrangements are completed for the annual distribution of prizes. The Mayor (Alderman Wilkinson, J.P.) has provided gold medals for the most proficient students in the "Commercial" classes. The Chairman of the Board (R. D. Maddison, Esq., J.P.) is adding a special prize. The certificates received from the Science and Art Department and the West Riding County Council will be distributed, and Sir Swire Smith, of Keighley, will give an address. The representatives of all the chief public institutions in the locality have been invited to attend.

Pupil Teachers' Day Centre.—A conference of the twelve School Boards (total population over 100,000) round Barnsley will shortly be called to consider the suggested formation of a joint day centre for Pupil Teachers.

Bedwellty.—*Pupil Teachers' Centre.*—The Board have recently opened a Centre in temporary premises for the instruction of Pupil Teachers.

Birkdale.—*Pupil Teachers' Centre.*—The Pupil Teachers in the employ of the Board attend classes at Southport. The classes are supported jointly by the Board and the Managers of Elementary Schools in Southport.

Birmingham.—*Exhibition of Work.*—A local Exhibition of Work done in the Birmingham Board Schools is about to be held, from which exhibits will be selected for the English Education Exhibition, to be held in London in January next. From the latter Exhibition selections will be made for the Paris International Exhibition, 1900.

The following resolutions have recently been adopted by the Board :—

New Local Educational Authority.—"That, in the opinion of this Board, the following conditions are essential in the constitution of any Local Education Authority that may be hereafter created by Parliament :—

(*a*) That the Local Authority should take cognisance of Elementary, Secondary and Technical Instruction ; should receive all Government Grants made on account of schools within its area, and should be the sole authority for levying rates and issuing precepts under any Acts of Parliament for educational purposes.

(*b*) That such Local Authority should be elected for educational purposes only.

(*c*) That the Local Authority, subject to the Central Board of Education, should be the paramount authority over all schools within its area, receiving aid either from the rates or from Government Grants.

(*d*) That every County, and County Borough, should constitute an area for a Local Authority, and that Municipal Boroughs or Urban Districts of similar character, and having a population of not less than 20,000, should be entitled to apply to the Central Board of Education for permission, either by themselves or jointly with others, to constitute a Local Authority, apart from that of the County in which they are situated ;

and that a copy of the said conditions be forwarded to the Education Department."

Metric System of Weights and Measures.—That this Board hereby gives its general support to the resolutions of the Birmingham Chamber of Commerce, now reported, in regard to the teaching of the Metric System of Weights and Measures, and that a communication be addressed to the Lords of the Committee of Her Majesty's Most Honourable Privy Council on Education, urging that, in future, the thorough teaching of the said subject should be made compulsory in all Public Elementary Schools of the country.

1.—"That steps be taken by this Association to again urge Her Majesty's Government—

(*a*) To introduce into, and endeavour to carry through, Parliament as speedily as possible a Bill providing that the use of the Metric System of Weights and Measures shall be compulsory in this country within a period of not more than two years from the passing of the Bill, and

(*b*) To adopt the system with as little delay as possible in all specifications for Government contracts.

2.—"That the Executive Council be requested to take such action as they deem desirable to give effect to the resolution."

3.—"That in the opinion of this Association it is highly desirable that pupils in the Public Elementary Schools should not only be instructed in the principles of the Metric System of Weights and Measures, as at present provided for by the code of regulations of the Education Department, but that they should be thoroughly instructed in the system itself; that such instruction should be paid for by the Government, as in the case of other subjects, and should be examined into by the inspectors of schools employed by the Education Department."

4.—"That the Executive Council be requested to take such steps as they deem desirable, either by deputation or memorial, to urge the Education Department of Her Majesty's Government to amend the code of regulations accordingly."

Bristol.—*New Scheme of Instruction in Class Subjects, Specifics, etc.*—On the 1st August, 1899, a new scheme of instruction in Class Subjects, etc., came into operation. It provided that English and History combined should be one of the Class Subjects for boys and girls; the second Class Subject for boys to be Elementary Science and Geography combined. The scheme makes other important alterations.

Evening Continuation Schools.—Under the terms of a scheme of co-ordination the Board is now confining its work to schools carried on under the Evening Continuation School Code. The Science Evening Classes, formerly carried on by the Board, have been transferred to the Merchant Venturers School, and the Art Classes to the Bristol School of Art. The Board has twenty Evening Schools, including one for deaf mutes, and nine Commercial Schools. Classes for policemen are also conducted. Over 3,000 students have been admitted to the Board's Evening Schools this session.

Bradford.—*Interchange of Teachers.*—In respect to the correspondence between the French Government and this Board in reference to the Board's proposal as to an interchange of teachers, which has been published in the *Gazette*, the following is a copy of a letter recently received from the British Ambassador:—

"British Embassy, Paris,
"October 28th, 1899.

"Sir,

"I am directed by the Ambassador to inform you that the substance of your letter of the 25th September was duly communicated to the French Government; and that a note has to-day been received in reply, stating that the Minister of Public

Instruction accepts your proposal that the details of the scheme on foot for an interchange of teachers should be discussed between his department and Mr. Victor Galaup.

"M. Marcel Charlot, Chef du Bureau de la Direction de l'enseignement Primaire, has been instructed by the Minister of Public Instruction to meet M. Galaup for this purpose.

"I am to add that by Sir E. Monson's direction, M. Galaup has been informed of the arrangement, and His Excellency presumes that the details of the scheme may now be left in his hands."

Burnley.—*New Centres for Defective Children.*—The Board has, during the last month, opened two centres, one at Rosegrove, and the other at Stoney Holme Board Schools, for Defective children. Previous to opening the Centres a very careful census was made of these special children within the Borough, and about one hundred and thirty cases were found; many had not attended school for long periods. So far the movement is very popular and the parents willingly co-operate.

Secondary Education.—The Corporation has decided to erect buildings to accommodate the Board's Higher Grade School, School of Science, Pupil Teachers' Centre, and the Municipal Technical School. The Board will obtain all necessary and reasonable accommodation it requires, at a rent to be agreed upon, and there will be no interference by the Secondary Education Committee with the curriculum and course of study in the Board's School. Under these circumstances the Board has appointed three representatives on the Secondary Education Committee, and these three (with the Clerk for consultation) have been placed on the Buildings Sub-Committee.

Burslem.—*Evening Continuation Schools and Art Classes.*—The following return, dated 27th October, 1899, shows the subjects taught and students enrolled :—

Students taking	Reading	171
	Writing	410
	Arithmetic	355
	Commercial Arithmetic	115
	Mensuration	117
	Commercial Geography	160
	French	93
	Book-keeping	176
	Shorthand	198
	Physics	96
	Vocal Music	183
	English...	79
	Algebra	49
	Cookery	123
	Dress-cutting	222
	Needlework	275
	Ambulance	29
	Physiology	28
	Freehand	240

Students taking Geometry	...	...	...	...	60
Model Drawing	...	...	...		15
Clay Modelling	...	...	...		162

Total number of Students enrolled—1,098.

Burton-on-Trent.—*Evening Classes.*—This Board has for some time conducted classes in Scientific Dress-cutting, Type-writing, &c., by the aid of grants from the Technical Committee of the County Council for Stafford. Type-writing has been found to be of great value to youths entering the large trade establishments of the town. In fact, there has occasionally been a larger demand for youths than could be supplied. Type-writing has also been taught to selected girls. Considerable success has also attended the Dress-cutting classes. There is evidence that the work done there has been of great value to the girls in after life. Good results are also now being produced in the classes for Theoretical and Practical Chemistry, conducted largely by aid from the County fund.

Pupil Teachers.—Up to the present pupil teachers have been instructed partially on the central system, and partially in their own schools. From 9th October last, however, they are being instructed entirely at a centre.

Truant School.—The Board has found the Truants' School, which, jointly with the School Boards for Walsall and West Bromwich, it erected and conducts, to be of great benefit in securing school attendance in the district. The attendance has distinctly improved since the opening of the institution, nearly six years ago, and the cost previously incurred in sending cases to long time Industrial Schools has been considerably diminished by the short period of detentions which is the rule in this school. When there are vacancies, cases are taken from other districts in payment of a weekly fee.

Cardiff.—*New School Buildings.*—A new school for 1,350 children (with Manual Instruction, Cookery and Laundry Rooms) will be opened in January next. Two schools for 1,370 and 1,354 children are also in course of erection. The Higher Grade School is being enlarged for 190 extra girls, with conversion of Lecture Room into a Physical Laboratory for Juniors. An extension of Severn Road School for 539 children with large Manual Instruction centre will be formally opened in December.

Evening Schools.—Schools opened last month. Number on registers, 1,570. In average attendance, 1,168.

An evening class for adult blind has been started this year. The subjects taught include Reading and Writing in Braille type, Vocal Music, Arithmetic, Sewing, Geography, and History.

Telephones.—All the schools are being connected with the offices by private wires.

Carlton.—*School Attendance.*—The percentage of average attendance as compared with the number on the books in all the departments of the Board School is 91. The Board have been very successful in securing the hearty co-operation of the parents in achieving this good attendance.

Castleford.—*New School.*—The Board have plans for a New School under the consideration of the Education Department.

Caverswall.—*Evening Continuation Schools.*—The Board have added the following to the subjects taught in their Evening Schools last session:—Shorthand and Book-keeping, with Algebra and Life and Duties of a Citizen.

Croydon.—*New Schools.*—The Board are about to erect a group of schools at Thornton Heath, and to purchase a site for another group of schools at South Norwood.

Pupil Teachers' Centre.—The Pupil Teachers' Centre is doing good work. The prizes and certificates will be distributed by the Hon. Sir William Grantham on the 10th November.

Darlington.—Instruction is given to Pupil Teachers at a centre. Manual instruction is given to boys. The Board have also made provision for the instruction of Deaf children.

Swimming.—Children in Standard V. and upwards are taught swimming during the summer months.

Cookery.—The Board give instruction in Cookery at two centres.

East Ham.—*Amalgamation of School Boards.*—The Board at its last meeting received an order from the Essex County Council for the amalgamation of the East Ham and Little Ilford School Boards; the order to take effect March 26th, 1900. The existing parishes of East Ham and Little Ilford are to be united and form one parish, to be called "the parish of East Ham," the district so formed to be the New School District, and the Board to be called the "East Ham School Board."

School Board Offices and Pupil Teachers' Centre.—The Board have decided to open their School Board Offices and Pupil Teachers' Centre on Saturday, November 25th. They have also resolved that their Clerk, Mr. W. J. Brett, shall publicly open the same, as a mark of respect to him and for his length of service, nearly 27 years—that is from the formation of the Board.

New School.—The New Central Park Road Schools were opened for school purposes on September 11th, there are already nearly 1,000 scholars on the registers.

Harrow.—*School Library.*—A library has been supplied to each of the boys' and girls' departments of the Board Schools.

Hastings.—*New School.*—A new school for juniors and infants has just been commenced at St. Helens, a district which was formerly under the jurisdiction of the late Ore School Board. About two years ago, the districts of the Ore and Hollington School Boards were added to the district of the Hastings School Board. The schools in the two rural districts have since been improved, and better grants have been obtained. Owing to the higher rateable value of property in Hastings the ratepayers of Ore and Hollington pay only about half their former rate.

Evening Schools.—The Board are extending their Evening School work, and are opening new classes for Technical Instruction. This has hitherto been entirely under their supervision, with the exception of the work carried on at a school of Science

and Art under the Technical Instruction Committee of the Town Council.

Clause VII.—The Board decline for the present to act with the Town Council under Clause VII.

Heckmondwike.—*New School.*—The Board has recently opened a new School of Science and an Elementary School. The accommodation of the Elementary School is about 850, and in the School of Science about 200.

Pupil Teachers' Centre.—A pupil teachers' centre has been recently established by the Board, and the provision is open to the Boards of the surrounding districts who may desire to avail themselves of it.

Horwich.—*Central Classes for Pupil Teachers.*—The Central Classes established recently for Pupil Teachers' Instruction have just commenced, and already 27 pupils have joined from Horwich and neighbouring districts.

Ipswich.—*Co-ordination. Evening Schools.*—An arrangement has been come to between the Technical Instruction Committee of the Borough Council and the School Board, for the avoidance of overlapping.

Kempston.—*Re-arrangement of District.*—The Education Department have ordered the constitution of two Boards for this district, dissolving the Board which was constituted twenty-three years ago.

The School Authorities are the Kempston Rural Board with five members (elected without contest), and the Kempston Urban Board with seven members. A contested election for the last named took place on the 7th instant.

Kingston-upon-Hull.—*Salaries of Teachers.*—The Hull Board have recently decided to increase the maximum salaries for Head Teachers of Girls' Schools from £130 to £140 per annum, and that the salaries for Head Teachers of Junior and Infants' Schools be increased—the minimum from £85 to £95, and the maximum from £115 to £125. They have also decided that female Certificated Assistants holding Third Division Certificates shall be paid a commencing salary of £50 per year, to be increased to a maximum of £60.

Pensions—A memorial has been presented to the Home Secretary in favour of pensions being granted to officers of Industrial Schools.

School Attendance Officers.—Five School Attendance Officers have just been appointed at a salary of 32/- per week each, to be increased to 33/- at the end of the first year's service; to 34/- at the end of the second, and 35/- at the end of the third.

Leyton.—*New School.*—The Board have entered into a contract for the erection of a new school in Davies Lane, Leytonstone, to accommodate 1,484, viz.: Infants, 524; girls, 480; and boys, 480. The total cost, including furnishing, is estimated at £28,342.

Llanelly (Carm.)—*Proposed Scheme for Higher Grade School and Pupil Teachers' Centre.*—A scheme is under consideration for the re-organisation of the Higher Grade School by which

the School of Science and the Board's Pupil Teachers will be accommodated on the same floor. It is hoped in this way to effect economy in the provision of chemical laboratories, etc., and at the same time to encourage the supply of Pupil Teachers from the School of Science.

London.—*Visit to Foreign Schools.*—The School Management Committee have the offer of a Scholarship of £120, to enable a Teacher (man or woman) to visit either France, Germany, or Switzerland, in order to study the method and spirit of the schools. The Teacher selected must have worked at least six years in an Elementary School or Pupil Teachers' Centre, he must have shown himself excellent in his work, and he should have some acquaintance with the tongue of the country he selects to visit. He will start at the beginning of November, and the School Management Committee will grant him leave of absence without pay until the end of July. Applications must be received not later than Wednesday, the 11th of October, addressed to the Clerk of the Board (Special Subjects).

Annual Exhibition.—The above Exhibition will be held at the Examination Hall, Victoria Embankment, W.C. (near Waterloo Bridge), on Wednesday, Thursday, and Friday, 15th, 16th, and 17th November, from 12 o'clock noon until 9 o'clock p.m.

Lectures for Prisoners.—The London School Board, in June last, wrote to the Home Secretary offering to conduct an Evening School at Wormwood Scrubs Prison during the coming winter for certain selected young prisoners of the less criminal type who, from truancy or neglect, were backward in their education. In his reply the Home Secretary states that arrangements were made in the prisons for giving such instruction to illiterate prisoners as might enable them to reach the first three standards of the Day School Code. Having consulted the Prison Commissioners on the proposal of the Board, he was informed that figures had been collected which showed that out of three hundred prisoners under twenty-four, only twenty belonged to the "star" class to whom the facilities offered by the Board would be most useful, and that of these twenty about half had not passed the prison standards. If, therefore, the school at Wormwood Scrubs, which the Board offered to establish, were for the purpose of affording purely elementary education, it appeared to the Secretary of State that it would merely replace the teaching system which was already in force as part of the arrangements of the prison, while, if it were of the nature of an Evening Continuation School, the proportion of prisoners likely to be able to profit by it would hardly be large enough to justify the experiment. For these reasons the Secretary of State, while much appreciating the proposal of the Board, regretted that he did not see his way to accept it. The Home Secretary added that if the Board were prepared to arrange for a system of lectures to young offenders under twenty-four on commercial, scientific, or other subjects of the kind given by the Board in their Evening Continuation Schools, in the same way as lectures were given to selected female prisoners by Miss Honnor Morten, he was of opinion that such an experiment might well be made, and though some addition to the prison staff would be necessary, the Commissioners would gladly make the

necessary arrangements. The School Management Committee of the School Board have the suggestion of the Home Secretary under consideration.

National Home Reading Union.—Mr. Michael Sadler, addressing a number of Teachers at the offices of the Board, on October 20th, said there were, no doubt, some persons present who, like himself, were always fighting a losing battle for leisure. In such people the admirable and attractive publications of the union must always excite a feeling of hungry desire. They, perhaps, more than anybody else, were able to admire what the union had done and was doing. It was a good work; it had behind it a high social purpose. The union incited them to read; it gave them, when they needed it, direction in their reading, and it found for them, what it was not always easy to discover, personal guidance in the course of their studies. They were hardly likely to fall into the mistake of thinking that reading was the only instrument or fruit of true culture. The teacher, like the painter, showed his genius in knowing what to leave out of his study in order that the representation might be true to life, and in that sense he urged that schools should not be merely bookish, but that they should be open to all the deeper influences of life. Almost against its will England was getting more interested in education every day. Two sources of power—sea power and school power—were becoming more and more the objects of conscious national desire. Men meant very different things by the word "education," and had different ideals. It was his profound conviction that it was the educational mission of England to raise the ideal of national education to its highest point. The difficulty was that this was the most costly and difficult of all ideals. It would be England's duty to secure to all teachers in her schools a liberal education to start with, and the best possible professional education for their actual calling, together with freedom to know every child in their class individually, and leisure for private study. In all this there was work for the National Home Reading Union. It helped all those who were interested in teaching, all who could practise it, all who could revere it, to increase their knowledge in the right spirit. He believed that the work of the Union might be of very great advantage indeed to all who were engaged, whether as parents or as teachers, in the training of young children, and he hoped that its labours both in London and elsewhere might be crowned with an ever-increasing measure of success.

Long Eaton.—*New Schools.*—This Board has now in course of erection (*a*) a new school (Boys' department only), with accommodation for 360 scholars, to relieve the congested condition of the Derby Road Board Schools, and (*b*) an additional building in close proximity for the Pupil Teachers' Centre and Cookery Classes, with a swimming bath on the ground floor. The buildings (without furniture) will cost £3,642 and £2,667 respectively. The work is expected to be completed in April or May next.

Evening Schools.—A progressive syllabus has been drawn up for the Evening Schools, so that students may take more advanced courses of study than heretofore.

Loughborough.—*Corporal Punishment.*—The Board at their last meeting passed a resolution authorising head teachers to

delegate their power to administer corporal punishment to the certificated assistant teachers should they deem it desirable to do so.

Pianos.—It has also been decided to supply pianos to the several girls' departments. The infants' schools have had pianos for some time.

School Attendance.—The census of the child population of the town just completed shows considerable progress. During the last three years the number on the books at the Board Schools has increased by over 500, and the Board have appointed a special committee to consider the whole question of school attendance, and the desirability of providing further assistance in the school attendance officers' department.

Macclesfield.—*Mentally Defective Children.*—The Board have instructed the Clerk to ascertain the number of defective children within its district with a view to taking steps for the education of these afflicted children, either by the establishment of special classes, or by contributing to existing schools.

Nottingham.—*Raising of Standard of Exemption.*—The standard of exemption has been raised from VI. to VII.

Evening Schools.—The annual report of the Evening Schools Committee shows that there was a material increase in the regularity of attendance during the session 1898-99. The hourly average for purpose of Government Grants was 2,861, compared with 2,655 in 1897-98, the total grant earned rose from £2,705 to £2,814; and the number of individual students admitted increased from 7,350 to 8,162, although the regulations excluding all scholars not exempt from Day School attendance shut out about 1,000 Day Scholars. Features of the work of the session were the Technical Classes for Young Women, the Geography and History Lessons (illustrated by the lantern), Social Evenings and Concerts. Summer Institutes, Swimming Classes and Rambling Clubs are organised in connection with most of the Evening Schools.

Okehampton.—*Specific Subjects.*—The Board have resolved to teach specific subjects to children in the upper standards.

Evening Classes.—Science and Art Evening Schools are in course of formation by the Board, the Borough Council loaning their Technical School for the purpose. The Devon County Council will make grants towards travelling expenses of pupils. Evening Continuation Schools are also conducted by the Board.

Swimming.—Instruction in swimming was given last summer to boys in Standards V., VI., and VII.

School Management.—The Board have adopted a set of Regulations for the management of their schools.

Plymouth.—*New School.*—In addition to the two new schools reported last month, the Board have decided to build a separate two-storeyed block at the Laira Green School to accommodate 800 senior boys and girls, converting the present one-storeyed building for boys, girls, and infants (transferred by the late Egg, Buckland, and Laira Green School Board), into an Infant School to accommodate 480 children. The present site is sufficient in size for the purpose.

Higher Grade School.—The Board have decided that when children are classified by the Head Teachers in the Elementary Schools as having passed the Exemption Standard (the sixth), the children be then required, in their own interests, to attend the Higher Grade School.

It was found that 67 per cent. of the seventh and ex-seventh standard scholars were already at the Higher Grade School, the remaining 33 per cent. being divided among eight of the Elementary Schools grouped for instruction with two other standards.

The Board's Higher Grade School is a Free School. The superior education provided is attracting a number of children to the school who live outside the borough. Some live considerable distances, fifteen and twenty miles, and take season railway tickets to Plymouth.

The ruling of the Education Department does not enable the Board to refuse admission to these scholars while there is room in the school.

Enquiries are to be made whether the Education Department will allow the charge of a fee under the Act of 1891 (notwithstanding the acceptance of the fee grant), and under what conditions.

The anomaly here is that in connection with the Truant School and Deaf School (not being Public Elementary Schools), charges are made for outside children. The Education Act as to the constitution of Contributing Authorities does not seem to help the Board.

Enquiries are being made as to the extent of the difficulty in other School Board districts.

A recent return shows that in Plymouth Board Schools there are 131 children from outside districts, 82 from contiguous districts (Devonport and Stonehouse), where possibly they receive a number also from this town, and 49 from districts effecting no exchange.

Ruabon.—New schools to accommodate 346 children are being built at Johnstown. An existing building is about to be converted into departments for girls and infants to accommodate 630 children. A new Boys' School is to be built to accommodate 304 boys.

Sandal Magna.—*New School.*—The Board are about to extend their school buildings at Belle Vue Road, at a cost of £5,900.

South Shields.—*New Schools.*—The Board is at present engaged in the erection of Junior and Senior Mixed Departments on the Mortimer Road site. The accommodation provided will be for about 1,200 scholars, at a cost of £18,000.

Higher Grade School.—A new Higher Grade Department for the work of the seventh standard and the School of Science is being provided.

Pupil Teachers.—Central Classes for Pupil Teachers in all years of service were opened in May of this year. Test examination will be held, and the tabulated results, showing the marks gained by each individual, will be published three times a year. The classes are under the supervision of the Head Teachers, presided over by Mr. R. Reah, a member of the Board.

Manual Instruction.—Special attention is being directed to the teaching of Manual Instruction.

Attendance.—The attendance return for the past month indicates a total of 19,093 scholars on the registers of the Public Elementary Schools. Of this number 14,475 attend the Board School and 4,618 the Voluntary Schools. The average attendance for the month was 88·4 per cent.

Scholarships.—The Board have been in correspondence with the Department of Science and Art regarding the nomination to Science and Art Scholarships, tenable at the Higher Grade School, subject to the restriction that "these scholarships are mainly intended to assist those parents whose circumstances do not permit them to give their children such a lengthened course of instruction as seems desirable. In determining the selection of the holders, both the abilities of the candidates and their home circumstances will be taken into consideration." The nominations made under these conditions have been accepted by the Department. Ten Teachers' Scholarships to the Saturday Day Classes at the Durham College of Science, Newcastle-on-Tyne, have been awarded by the Technical Instruction Committee of the Town Council upon the recommendation of the School Board.

Superannuation.—127 Certificated Teachers, serving under the Board, have notified their acceptance of the terms of the Superannuation Act of 1898. 50 Certificated Teachers have declined the Act.

Loans.—Recent loans required by the Board have been obtained from the Public Works Loan Board at 2¾ per cent. interest, the principal being repayable over a period of thirty years by equal half-yearly instalments.

Southend-on-Sea.—*Secondary Scholarships.*—There are no endowments available for elementary scholars; several free scholarships at the Corporation's Technical School are, however, offered by private individuals for competition amongst elementary scholars where the parents' income does not exceed £130 yearly. These numbered eight in 1898, and twelve this year. Beside these, the children compete for the County Council's minor scholarships—two of which are now held at the Corporation's School by elementary school children of the borough.

Cookery and Manual Instruction.—For these subjects the Board School children go to the Technical School, the amount paid to the Technical Instruction Committee for the last year being:—Cookery: Four sets of eighteen each, taking demonstration and practice weekly, £85 6s. 3d.; Manual Instruction: Five sets of twenty each, weekly, £81 16s. 3d.

Epidemics.—A system is in vogue by which the Head Teachers and Attendance Officers report at once to the Medical Officer of Health any suspicious cases amongst the school children, and he notifies infected households to the Clerk every Saturday. These notifications are passed on to the Attendance Officers for the exclusion of children belonging to those households.

New Girls' Wing, Leigh Road Schools.—The contract price for this (as an addition to an existing building) is £4,999 for 360 children—£13 18s. per head. A central corridor is included.

Submission of Plans to the Corporation.—This course is always adopted here, not merely for the drains, but for the building as well. No difficulty has hitherto arisen.

Sunderland.—*New Schools.*—On the 1st December next the Board open a new school, providing accommodation for 1,504 children (350 boys, 350 girls, 454 juniors, and 350 infants). The buildings are of red brick, with buff terra-cotta dressings. The school is planned on the central hall principle, and is divided into two main blocks, in one of which the boys are provided for on the ground floor and the girls on the first floor. In the other block the infants will be on the ground floor and the juniors on the first floor. The class rooms open into the central hall, and are divided therefrom by fixed glazed screens, and from each other by movable glazed partitions. Cookery class rooms are provided in a separate block. Separate entrances and exits are provided to each department. The cost of buildings and site is £14,400.

Swindon.—*Pupil Teachers' Centre.*—The Board in September, 1897, abolished the old system of evening classes and opened a day centre. 132 of their own and 32 external pupil teachers now attend. All attend half-time at centre and half-time at school. Externals pay £2 8s. 0d. a year in fees. Results of last scholarship examination, 27 examined: ten first class, seven second class, four third class, none failure. Classes are now held in hired rooms. Plans have been adopted by the Board for a new centre to be erected in connection with school for upper standards.

Advanced Elementary Education.—For some years all Standard VII. boys and upwards have been centralised in one school. Similar accommodation provided for girls in a department of College Street School in October, 1898. 155 boys and 100 girls were attending in April last. Plans have been adopted by the Board for a combined school for these boys and girls, with accommodation for 400 scholars. Manual Workshops, Cookery and Laundry Rooms, and Chemical and Physics Lecture Rooms are to be provided.

Growth of Population and School Accommodation.—The growth of population in Swindon has been very rapid. The 1891 census gave 34,000. The estimated population this year, on the basis of 1891, is 49,000. Our new school, accommodating 885 scholars, was opened in April, 1897. Two schools were enlarged in 1896, adding an accommodation of 360—1,245 in all. All schools are full, and another site has been secured.

Evening Schools.—The scope for Evening School work is not great. The local Technical Committee do much in this direction. 379 scholars attend the Board's Evening Schools at eight centres. Heavy loss is experienced under the 17s. 6d. limit each year.

Scholarships.—The Board award six local Science and Art Scholarships each year. Six scholars gained County Council Scholarships, and forty-one were granted free exhibitions. All scholarships and exhibitions are tenable at the Swindon and North Wilts. Technical School.

Swimming.—Swimming was taught systematically to both boys and girls during the summer of 1898 at the Great Western

Railway Company's Baths, when seventy-five boys and twelve girls gained certificates of proficiency. For want of qualified instructors the instruction had to be abandoned this year.

Medical Officer.—The Board appointed Dr. F. Edward Streeten, Medical Officer of Health for the district, as their medical officer in January, 1899.

Attendance.—The regularity of attendance is a marked feature of school life in Swindon. The following percentages of all scholars on the register, including infants from three years old, may be interesting:—1897, 87·2 per cent.; 1898, 87·8 per cent.; 1899, 88·6 per cent. The highest annual percentage of attendance in the last five years was:—Boys, 92·5; girls, 90·2; infants, 83·4. Police court proceedings are few, only forty-nine summonses having been issued in the past twelve months.

Tottenham.—*Technical Instruction.*—The Middlesex County Council have let to the Board, at a nominal rent, a number of rooms in the Tottenham Polytechnic for the pupil teachers' centre day classes.

Tynemouth.—*New School.*—A new school for infants (to take the place of a temporary school) is in course of erection at Percy Main.

Evening Schools.—The Board have commenced classes in Science, Art, Technical, and Commercial subjects.

Pupil Teachers.—The question of the instruction of pupil teachers is under consideration.

Wigston Magna.—*Pupil Teachers.*—The Board pay for the instruction of their pupil teachers at the Leicester Central classes, and in addition pay the railway fares entailed.

Wrexham.—*New School.*—A new school, to be known as the "Wrexham Victoria Board School," and to accommodate 1,024 children, is in course of erection.

Woman Attendance Officer.—At their October meeting the Board propose to take into consideration the appointment of a Woman Attendance Officer.

Workington.—*Pupil Teachers' Centre.*—The Board last year established a centre for the instruction of their pupil teachers.

Higher Grade School.—A Chemical and Physical Laboratory has been added to the Higher Grade School. The Laboratories are used by the Technical Instruction Committee for Evening Classes.

Willenhall.—*New School.*—A new school has been erected at Little London for 308 infants, and the mixed school has been improved and enlarged by the addition of 152 places, giving a present accommodation of 427, including a central hall. The Infant School has wood block floors, and marching corridors opening into each room; the cost being £3,656.

Cookery Instruction.—The Board have a Cookery Centre, at which instruction is given to girls in Standard IV. from all the Board Schools, and pupils from some of the Denominational Schools also attend the centre.

Manual Instruction.—Boys who have passed Standard IV. receive a course of two years' instruction at the centre.

Pupil Teachers' Centre.—The Board have established a Pupil Teachers' Centre, and pupil teachers from the Denominational Schools also attend.

Interchange of Teachers.

THE following is a copy of some correspondence which has passed between the Bradford School Board and the British Embassy in Paris, relative to proposed arrangements for the interchange of English and French teachers:—

[COPY.]

BRADFORD SCHOOL BOARD,
BRADFORD,
26th August, 1898.

SIR,

This Board have recently given considerable attention to the teaching of French in their Primary Schools, and, with the view of improving such teaching, I am instructed to ask whether you will kindly bring under the notice of the Minister of Education in Paris the following proposition:—

The Board desire to send to Paris, to teach English in the Government schools, four of their teachers who would, at the same time, be practically learning French. The Board would be glad to receive in exchange, to give instruction in French in the Board's schools, four French teachers, who would, of course, be learning English. The great difficulty of an arrangement similar to this, appears to be that a discontinuance of teaching under the French Government disqualifies the teacher for pension.

If the Minister of Education is in favour of such a scheme as that suggested, and the forfeiture of the pension of the teacher obviated, the details could readily be arranged.

I have the honour to be,
Sir,
Your obedient servant,
THOS. GARBUTT,
Clerk of the Board.

Rt. Hon. Sir E. J Monson, G.C.B.,
British Ambassador,
Paris.

[COPY.]

THE BRITISH EMBASSY,
PARIS,
December 4th, 1898.

SIR,

I am directed by Her Majesty's Ambassador to transmit to you for communication to the Bradford School Board the

enclosed copy of a note which His Excellency has received from the French Minister for Foreign Affairs respecting the proposition of the Board in respect to an interchange of teachers, with the object of improving the teaching of French and English respectively.

The enclosed note contains a counter proposal, and His Excellency will be glad to hear what answer the Board wishes to be made with regard to it.

I am, Sir,
Your obedient servant,
BROOKE BOOTHY,
Secretary.

The Clerk of the
Bradford School Board,
Bradford.

[COPY.]

PARIS,
le 2 Decembre, 1898.

MONSIEUR L'AMBASSADEUR,

Je m'étais empressé de faire part à M. le Ministre de l'Instruction Publique et des Beaux-Arts de la proposition dont vous avez bien voulu m' entretenir, à la date du 30 aout dernier, au nom de l'Ecole de Bradford, et tendant à autoriser quatre des instituteurs de cet Etablissement à venir à Paris pour enseigner la langue anglaise dans les Ecoles du Gouvernment et se perfectionner, en même temps, dens l' étude de la langue française.

J'avais également fait savoir à mon collegue que, de son côté l'Administration de l'Ecole de Bradford recevrait avec plaisir quatre instituteurs français qui, tout en enseignant leur langue dans et établissement, pourraient apprendre la langue anglaise ou y acquérir de nouvelles connaissances.

M. Leygues vient de me répondre qu' aux termes de l' article 4 de la loi organique du 30 Octobre, 1886, " nul ne peut etre directeur ou adjoint chargé de classe dans une école primaire publique ou privée, sil n' est Français et s'il ne remplit, en outre, les conditions de capacité fixées par la joi du 16 Juin, 1881."

M. le Ministre de l'Instruction Publique et des Beaux-Arts regrette, en presence du texte formel qui précéde, de ne pouvoir donner une entière satisfaction à la proposition de l'Ecole de Bradford. Il est, toutefois tout disposé à accorder aux Instituteurs qui seraient envoyés par la Direction de cette Ecole, toutes les facilités désirables pour leur permettre d'avoir accés dans nos Ecoles publiques et pour participer aux lecons et aux cour qui y sont professés.

D'autre part, mon colleque permettra volontiers aux instituteurs francais qui le désireront, de profiter des avantages que leur offre l'administration de l'Ecole de Bradford, en echange de l'enseignement de notre langue qu'ils seraient appeles a donner.

M. le Ministre de l'Instruction Publique et des Beaux-Arts serait heureux si la solution qu précéde pouvait répondre en partie, au désir exprimé par la Direction de la "Bradford School" et je ne puis que prier V.E. de vouloir bien la lui communiquer.

Agréez, etc.,

Sir E. Monson,
Ambassadeur d'Angleterre.

Signed,
DELCASSÉ.

[COPY.]

BRADFORD SCHOOL BOARD,
BRADFORD,
le 12 *Decembre*, 1898.

Monsieur l'Ambassadeur,

J'ai l'honneur de vous accuser de la reception de votre honorée lettre du 2 Decembre, 1898, addressée a la Commission des Ecoles Municipales de Bradford, et donc elle vous remercie bien.

La Commission est très heureuse d' accepter la suggestion y contenne et désire envoyer quatre de ses meilleurs instituteurs à Paris, mais regrette que ces instituteurs soient empeches, par les termes de l'article 4 de la loi organique du 30 Octobre, 1886, d'enseigner dans les écoles de Paris et ne puisse ainsi rendre au Gouvernement français tous les services qu'elle aurait été prête à lui rendre.

Elle vous prie de leur faire savoir quelles seraient les conditions sur les quelles le Ministre de l'Instruction Publique et des Beaux-Arts leur enverrait deux instituteurs et deux institutrices pour une année.

La Commission suggère que le Gouvernement français veuille bien payer ses instituteurs pendant leur séjour à Bradford et elle se chargerait volontiers d'envoyer un rapport trimestriel concernant leurs progrès.

D' autre part elle paierait ellemême ses instituteurs pendant leur séjour chez vous, afin d'éviter ainsi tout arrêt dans la continuité de leurs engagements respectifs.

La Commission a sous sa direction une certaine d'écoles, comprenant asiles, écoles primaires et écoles primaires supérieures.

Veuillez, M. l'Ambassadeur, avoir l' extrême obligeance de faire parvenir cette proposition au plus tôt à M. le Ministre de l'Instruction Publique et des Beaux-Arts et recevez l' assurance de notre consideration distinguée.

THOS. GARBUTT,
Le Secretaire de la Commission des Ecoles Municipales de Bradford.

Sir E. Monson,
Ambassadeur d'Angleterre, Paris.

[COPY.]

BRADFORD,
10*th May*, 1899.

SIR,

On the 12th December last I wrote asking if you would kindly communicate with the Minister of Education in Paris as to the proposal of this Board respecting the suggested interchange of teachers. As this Board have had no reply to this letter, I am instructed to say that they will be very much obliged if you will kindly say whether you have heard anything from the French Government.

I am, Sir,
Your obedient servant,
THOS. GARBUTT,
Clerk of the Board.

His Excellency the Rt. Hon.
Sir E. J. Monson, G.C.B.,
Paris.

[COPY.]

BRITISH EMBASSY,
PARIS,
May 14*th*, 1899.

SIR,

In reply to your letter of the 10th instant, I am directed by Her Majesty's Ambassador to inform you that the substance of your letter of the 12th of December was duly communicated to the French Government, and that, no reply having yet been received, His Excellency has to-day addressed a further note to the Minister for Foreign Affairs requesting to be informed what decision has been taken in reply to your proposals.

I am, Sir,
Your obedient servant,
REGINALD LISTER.

The Clerk,
Bradford School Board.

[COPY.]

BRADFORD,
30*th May*, 1899.

SIR,

Adverting to your letter of the 14th instant, and to our previous correspondence relative to the proposed interchange of teachers between the French Government and this Board, I beg to say that the Chairman of this Board (Mr. William Claridge, M.A.) will be in Paris within the next fortnight, and will be very pleased

to wait upon you to discuss any details connected with the proposal or to give any further information that may be desired.

I regret that I am unable at present to say exactly when Mr. Claridge will be in Paris, but I shall be pleased to do so later, on hearing that you would care to see that gentleman.

I have the honour to be,
Your obedient servant,
THOS. GARBUTT,
Clerk of the Board.

His Excellency,
Sir E. J. Monson, G.C.B.,
H. B. M.'s Ambassador,
Paris.

[COPY.]

BRITISH EMBASSY,
PARIS,
June 1st, 1899.

SIR,

In reply to your letter of the 30th ultimo, relative to the proposed exchange of teachers between the French Government and the Bradford School Board, I am directed by Her Majesty's Ambassador to inform you that if Mr. Claridge will call at the Embassy when he comes to Paris, one of the Secretaries will be ready to give him such assistance as may be possible.

I am, Sir,
Your obedient servant,
CHARLES M. MARKING.

The Clerk,
Bradford School Board.

[COPY.]

PARIS,
August 3rd, 1899.

SIR,

With reference to my letter of the 14th May last, I am directed by Her Majesty's Minister to transmit to you herewith copy of a note which he has received from the French Minister for Foreign Affairs, relative to the proposed exchange of teachers between the schools under your Board and those of Paris.

You will observe that the Minister of Public Instruction agrees to the admission of the four teachers from Bradford to certain schools in France designated in the note, and indicates the formalities which they will have to go through on their arrival.

M. Leygues at the same time expresses regret that for financial reasons it is not feasible at present to send French teachers to England.

I am, Sir,
Your obedient servant,
REGINALD LISTER.

The Clerk,
Bradford School Board.

[COPY.]

PARIS,
le 31 *Juillet*, 1899.

M. LE MINISTRE,

Mon collègue du Ministère de l'Instruction publique et des Beaux Arts, à qui je m'etais empressé de communiquerla lettre de S. E. Sir Edmund Monson, concernant l'envoi d'instituteurs Anglais en France, a décidé que les quatre instituteurs de l'administration de Bradford qui doivent venir à Paris seront admis à partir du l'Octobre prochain, à suivre, pour se liver, a l'étude pratique du français, les cours des écoles primaires de Paris ci-après designés.

Ecole de la rue Bignon No. 4 (XII. arrondissement).
Ecole de la rue Blomet No. 19 (XV. arrondissement).
Ecole de la place du Commerce No. 4 (XV. arrondissement).
Ecole de la rue Bolivar No. 69 (XIX. arrondissement).

Mon collègue ajoute que ces etablissements possédant des cours complimentaires dans lesquels la langue anglaise est enseignée, les instituteurs, dont il s'agit, auront toute facilité pour faire avec les élèves, et en dehors des heures de classe réglementaires des exercises de conversation. Ils devront à leur arrivée, se présenter à M. le Directeur de l'Enseignment primaire de la Seine, qui les mettra en relations avec les Directeurs des Etablissements précités. Je vous serais très obligé, Monsieur le Ministre, si vous vouliez bein faire part de ses dispositions au Bradford School Board. Quant à l'envoi d' instituteurs français dans les écoles de Bradford. Mon Collègue ma chargé de vous exprimer tous les regrets de ne pouvoir, quant à présent, et pour des raisons d'ordre budgétaire, accueillir cette partie de la demande du Comité de Bradford. Il lui a, en effet, semblé difficile de solliciter le departement de la Seine el la ville de Paris d' accorder aux intéressés une rémuneration quelconque, l'un et l'autre ayant déjà crée des bourses de séjour à l'étranger, reservées aux Membres du Personnel Enseignant et attribuées après concours.

Agreez, &c.,
WALDECK-ROUSSEAU.

SCHOOL BOARD OFFICE,
MANOR ROW,
25th September, 1899.

SIR,

Your letter of August 3rd, together with the copy of a note from the French Minister for Foreign Affairs, relative to the proposed interchange of teachers between the Schools of Paris and Bradford, has been carefully considered by this Board.

I am instructed to ask you to be so good as to convey to the Minister for Foreign Affairs and to the Minister for Public Instruction and the Fine Arts our deep obligation for their courtesy in making arrangements for four of our teachers to devote themselves to the practical study of French, and to follow the courses of the four specified primary schools of Paris, and to take part in the supplementary courses outside the regular hours of instruction.

In regard to the other part of the proposition, I am instructed to convey our regret that for the present, *pour des raisons d'ordre budgetaire*, the authorities in Paris cannot accept that part of the proposal which relates to the sending of the four French teachers to Bradford. We notice with much pleasure that scholarships are given after examination to actual teachers to enable them to reside abroad, and I am instructed to suggest that some of these scholarship holders should be allowed to reside in Bradford. In this way, without any financial difficulty, reciprocal advantages both to Paris and Bradford can be secured.

I am further instructed to state that, while very heartily thanking the French Government for their offer to receive our teachers, with facilities to attend their schools, the essence of the arrangement lies in its reciprocity, and to suggest that the proposition should be allowed to stand aside until the French Government can see its way to the full carrying out of the proposal.

In the meantime, I am instructed to say that M. Victor Galaup, of 85, Rue de Maubeuge, Paris, who is a personal friend of the Chairman of the Board, and is fully acquainted with the wishes of the proposers, would be very glad to call on the Minister personally to discuss details if such a visit would be acceptable to the French authorities and to the British Embassy.

The educational and commercial advantages both to France and England of the proposed interchange of teachers are so obvious that the Bradford Board earnestly trusts that the difficulties already

experienced may be met successfully by both parties, and lead to a striking illustration of the goodwill which exists between two great and friendly nations.

I have the honour to be, Sir,
Your obedient servant,
THOS. GARBUTT,
Clerk of the Board.

His Excellency Sir E. J. Monson, G.C.B.,
H.B.M.'s Ambassador, Paris.

Pupil Teachers' Centre at Sheffield.

THE Pupil Teachers' Centre belonging to the Sheffield School Board was opened on the 9th of October last, by the Duke of Devonshire. The building has been erected in Holly Street on land adjoining the Central School.

THE BUILDING

Comprises four stories, the lowest of which contains a large hall, suitable for various exercises, storerooms, and the heating and ventilating installation.

GROUND FLOOR PLAN

On the Ground Floor are three class-rooms, which, being divided by movable partitions, may be converted at once into a hall 67 feet long by 25 feet wide, for joint classes or lectures.

The First Floor is arranged similarly.

The Second Floor is specially adapted for Art teaching, and contains large hall, dark room, cast rooms, &c.

Upon the Main and Mezzanine Floors are a library, three rooms for the staff, accommodation for the caretaker, and the usual cloak and store rooms.

Special attention has been given to hygienic conditions, and Key's patent system of mechanical ventilation has been introduced. By this method the air is filtered and washed on entering the building, and its temperature evenly regulated throughout the year.

Electric lighting has been adopted. The architect is Mr. Herbert W. Lockwood, of Sheffield.

THE DUKE OF DEVONSHIRE delivered the following address at the opening ceremony:—I have to thank you for asking me to take part in the ceremony of to-day, and for presenting me with this very beautiful key as a memento of the occasion. And I have great pleasure now in discharging the duty which has been entrusted to me to declare this building duly open, and dedicate it to the service of the ratepayers of the City of Sheffield for ever. (App'ause.) Ladies and gentlemen, in the presence of so many great educational authorities, who surround me, I do not think I

should be justified in offering any very lengthy remarks on educational subjects. I can honestly say that I have come here to-day rather with the hope of learning something than to give instruction, and I hope that I may have derived some advantage, as I certainly have derived pleasure, from what I have seen and heard this morning. I have often had occasion to observe that education has now become a science, and that as a science only educational experts are entitled to speak with authority upon it; and not always they, because inasmuch as it is not an exact science there is a very great deal of difference of opinion on many educational questions, even among experts. Therefore, it behoves even experts to speak on educational questions with a certain amount of moderation and caution. Still more is it incumbent upon those who, like myself, do not profess to be at all experts on educational questions, to speak with a great deal of diffidence and moderation, and among all the educational subjects, perhaps, there is none more than the question of the training of teachers, and the pupil teachers' system as a part of that question, which more requires a careful examination and discussion by experts. This system has now been on its trial for more than fifty years. It has formed the subject of examination by a Royal Commission, which reported more than ten years ago, and by a Departmental Committee which reported only last year. Those great authorities have not given to us all the light and the authoritative guidance which we might desire. I won't go back to the report of the Royal Commission, both because now it is somewhat out of date and also because the opinions of the members of that Commission, varying greatly in political and religious opinions, may have somewhat coloured their judgment.

But the Departmental Committee, to which I have referred, which only reported last year, was composed entirely of educational experts, and they could not, after taking a good deal of evidence, bring themselves to say more than: "But while they are agreed in thinking that for the present the system (that is to say the pupil teacher system) is established so firmly in the economy of national education that it would be impossible, even if it were admitted to be desirable, to sweep it away or to make any violent and revolutionary changes," and they went on, in another paragraph, to say: "We do not think the pupil teachers' system deserves all the adverse criticism directed against it. It has some merits, as well as many defects, but its defects are so serious that we hope to see early measures taken by legislation and by the administrative Acts of the Education Department towards an ultimately complete reformation." Well, ladies and gentlemen, I say we scarcely get all the definite guidance that we might hope and expect from our educational authorities. The only inference I can draw is that while this system is one which we are bound to maintain and make the best

of, it is one which still requires very careful watching both on the part of the central and local educational authorities. The Committee, in their report, recognise the wide distinction which existed between the conditions of schools situated in rural and urban districts, and some of their recommendations were based upon the recognition of that distinction. But in my opinion the principle of that distinction might be carried still further, and I think one of our endeavours, if we are to reform the pupil teachers' system, should be to give it a still more elastic character than it at present possesses. It would make all the difference in the world between the original idea of the system, the idea which still in rural districts must mainly be acted upon, that of a pupil teacher receiving his instruction and obtaining his practice in teaching in the same school and under the headmaster. It makes all the difference, I say, in the original idea of the system and that which it has developed into in the great cities and centres of population such as this. The original idea—the present system which prevails in a great many rural districts, I think, frequently works very well indeed, where you have a teacher, a head teacher, who is not himself overworked, who is a man of competent attainments, and has an enthusiasm for his work, and who is able to devote a good deal of time to the training of his pupil teachers; who looks over them, giving them lessons, and who notes any defects in their system and in their knowledge, and takes the opportunity of correcting those defects in private study. In such cases the system works, I believe, admirably, and has produced many excellent results. But on the other hand, I am afraid, there are many cases in which a head teacher may be over-worked; who may be a man of only moderate attainments, and may have no enthusiasm for his profession. In such cases, both the school and the pupil teachers suffer. In such cases the teaching of the pupil teachers is inadequately supervised, and the instruction of the pupil teacher himself is scant. Well, that is not a condition of things which can prevail in an educational system so well organised as yours. So far as I have been able to judge, you have in this centre a system devised for the instruction, as apart from the training, of pupil teachers, which leaves nothing to be desired. Those branches of knowledge which are considered to be necessary for the future schoolmasters and mistresses are taught here, not by one master, whose knowledge cannot be equally competent in all the branches, but by a staff, presumably competent to teach all the subjects to which they are assigned. The pupil teachers in such a centre as this obtain, as was remarked by the Chairman, great advantages by their intercourse and competition with each other, and so far as the acquisition of instruction is concerned, it seems to me that a centre of this character is everything which could be desired. (Hear, hear.) But it has been pointed out

that there are certain special dangers which attach to the centre system. Some of them have been pointed out in a report of the Committee of the National Society which was published in January of the present year. Those dangers and risks may be briefly referred to as the fear that the pupil teachers may feel themselves to be the servants of two masters; that in some cases such centres may degenerate into something in the matter of cramming institutions, imparting learning though not real instruction; there may be a risk that pupil teachers will attach more importance to their work at the centre than to that in their own school; there may be the risk that that personal relation which ought to exist between the head, the teacher, and the pupil may be impaired. These are possible risks which can only be guarded against by the utmost care on the part both of the managers of the schools and those who are entrusted with the management of great centres such as this. (Applause.) The Education Department is fully alive to the risks which must attend any system, and it has done its best by some recent changes and alterations in the Code—by raising the age of admission of pupil teachers, by making provision for better supervision of their work, and by increasing facilities for their instruction —to guard against such dangers as have been pointed out. But in my opinion in connection with any system which is carried on under such varied conditions as I have endeavoured to describe, it is impossible that full provision can be made in the terms of any Code for its satisfactory working. A great deal must be left to the advice and the guidance which managers of schools and the managers of these institutions will best obtain from the ripe experience of the Inspectors who are so well appointed. (Applause.) Therefore, as I have said, while the Education Department will not lose sight of this question and of the difficulties which surround it, I do think we should do best by making our regulations as elastic as possible, and not attempting to make them rigidly conform to one standard under circumstances which must necessarily vary in different localities. (Applause.) I think the Chairman said something about the large expenditure which the establishment of this centre had involved upon the ratepayers of Sheffield. I think I may be very grateful to him and to Mr. Esam for not having taken this opportunity of making an appeal to me, as the head of the Education Department—(laughter)—for increased grants. I know very well that the training of pupil teachers, and of teachers, might in many respects be improved by more liberal grants from the Department —(hear, hear)—and I am very grateful, as I have said, that this opportunity has not been taken for impressing that point upon me. I am bound to say that I do not think the present is a particularly favourable time to make demands upon the Chancellor of the Exchequer, to which he would probably give a somewhat cold

reception, and I do myself hesitate in pressing upon the Treasury demands for further expenditure upon education, which expenditure is already certainly enormous, if not excessive. But, hampered as the Education Department is, and as every Department is, by the want of all the financial provision which it would like to receive, we in the Education Department have an additional difficulty, and that is a religious difficulty, which is in some ways closely connected with the financial difficulty. For in our case it is very difficult indeed to give additional assistance to schools without arousing the susceptibilities of one or other of the parties into which we are educationally divided. It is very difficult to give further assistance to schools or to the training of teachers without rousing the susceptibilities on the one hand of those who are in favour of denominational and those who are in favour of undenominational teaching. But I believe that this difficulty is certainly one which is not increasing in intensity. It has been said, and I think is is very truly said, that the religious difficulty is mainly a political difficulty, and it does not exist in the schools themselves. (Applause.) I think it may be added that it certainly does not exist in some of the School Boards, and one of the most satisfactory features which I have seen and heard of to-day is the spirit in which this School Board has come forward to offer to the schools of all denominations—(applause)—all the advantages of this centre and other training agencies which it provides for the teachers of its own schools. And an equally satisfactory feature is the manner in which this great liberality has been responded to and accepted by managers of other schools. I cannot but think, ladies and gentlemen, that if the same spirit were to prevail in more of the School Boards of the country, and if the same spirit were found to prevail as evidently prevails here of conciliation and mutual toleration the religious difficulty and the financial difficulty it involves would very speedily disappear. (Applause.) I thank you very much for the kind reception you have given to me this afternoon. I will only conclude by assuring you it has given me great pleasure to see what ample facilities appear here to be afforded to the important work of the training of your teachers, and to express every wish for the future prosperity, efficiency, and welfare of those future teachers who are to be educated in this centre.

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Federation of Welsh School Boards.

WE desire to congratulate the Welsh School Boards upon the successful constitution of their federation. Forty-nine School Boards have already joined the federation, and a most successful preliminary meeting has been held. At the meeting of the Provisional Committee, held prior to the general meeting of the federation, Mr. A. W. Halden, the acting honorary secretary, explained that at the last census North Wales had 26½ and South Wales and Monmouthshire 73½ per cent. of the population. Under School Boards North Wales had 21¾, and South Wales and Monmouthshire 78¼ per cent. The number of School Boards in the two divisions of the Principality was 36 and 64 per cent. respectively, and the number of representatives would be the same. If all the Boards joined the federation, North Wales would provide 34, and the other portion 66 per cent. of the subscriptions. The proportion of members of the executive committee allowed in the draft constitution, namely, six to eleven, was on the basis of 35⅓ to North Wales, and 64⅔ to South Wales and Monmouthshire. The Llandrillo School Board in asking for seven for North Wales, as against ten for South Wales, desired to secure for the former 41¼, and give the latter 58¾ per cent.

Mr. W. L. Daniel, Member of the Executive Committee of the Association of School Boards (England and Wales), in conveying an expression of regret at his inability to be present at the preliminary meeting of the Federation, said :—

"I look upon the meeting as one of the most important gatherings ever held in the Principality in connection with School Board administration. The important and urgent questions which arise from time to time in connection with School Boards need to be grappled with in a firm and determined manner, and we should be prepared to unite in forming our proposed federation on well-considered and carefully-defined lines, and we should, I think, insist that the education of our children should be entirely entrusted to those bodies which are specially elected for that purpose. I am convinced that this is the right view to take of this matter. There will, I hope, be no difficulty in adopting the constitution which we have drafted, with, of course, such modifications and additions as may be deemed advisable by the conference, and that every care will be taken to see that both North Wales and South Wales are fairly represented on the executive."

The following officers were elected to serve until next March :—

Mr. A. W. Halden, of Swansea, was unanimously elected Hon. Secretary, with Messrs. J. J. Jackson, C. Dauncey, W. G. Howell, and J. Denbigh Jones (Ruabon) to assist him in the office. Mr. Thomas Bevan, of Ferndale, was selected Hon. Treasurer. For the Executive Committee the following eleven were selected to represent South Wales:—Mr. W. L. Daniel (Merthyr), Dr. W. Lloyd Edwards (Barry), Mrs. K. Freeman (Swansea), the Rev. W. Morris (Ystradyfodwg), Mr. S. Shipton (Llanwonno), Mr. J. D. Thomas (Bedwellty), Mr. J. Allen Williams (Llanelly, Carmarthen), the Rev. J. Williams (Llansamlet Higher), Mr. Lewis Williams (Cardiff), the Rev. Llewelyn Williams (Dowlais, Merthyr Tydfil), and Mr. W. J. Heppell (Aberdare). For North Wales the six selected were—Mr. W. G. Thomas (Carnarvon), the Rev. John Edwards (Llandrillo), the Rev. D. Williams (Llangollen), Mr. E. Hooson (Ruabon), Mr. F. Ll. Jones (Holywell), and Mr. L. Ll. Jones (Llandrillo).

——:——

Meeting of Executive Committee.

HELD AT LEEDS, 20TH OCTOBER, 1899.

Present.—The Very Rev. The Dean of Manchester, President; G. J. Cockburn, Esq., Vice-President; the Rev. Canon Major Lester, the Rev. Canon Moore Ede, Messrs. Baines, Bemrose, O'Donoghue, Hance, Packer, and Wyatt.

Memorandum.—Mr. G. J. Cockburn, Vice-President, took the chair, pending the arrival of the President.

Memorandum.—Read apologies for absence.

Memorandum.—The Minutes of the last meeting were read, found correct, and signed by the Chairman.

Memorandum.—The Sub-committee appointed with regard to Science and Art Instruction in Board Schools reported as to their proceedings.

Memorandum.—Submitted proposals of Science and Art Department for the abolition of examinations in the elementary stages of Science and Art.

Resolved.—That representations be made to the Department to the effect that the Executive Committee are of opinion that it would be premature to abolish these examinations in 1901.

Memorandum.—The Sub-committee appointed to consider matters relating to the education of feeble-minded children reported relative to their proceedings.

Memorandum.—Submitted regulations of the Education Department with regard to Teachers' Diplomas in Cookery.

Memorandum.—The Very Reverend the Dean of Manchester, president, here took the chair.

Memorandum.—Reported relative to the question of superannuation of teachers employed in higher grade schools.

Resolved.—That the consideration of the question be deferred for further information.

Memorandum. — Submitted results of some needlework examinations conducted by the Education Department.

Resolved.—That action be deferred, and that further development of examinations in needlework receive the careful attention of the committee.

Memorandum. — Submitted Science and Art Directory, and reported on changes therein.

Memorandum.—Submitted instructions to inspectors of schools of science.

Resolved.—That the matter be referred to the sub-committee on science and art instruction, and that their special attention be directed to the last Clause, the Executive Committee being of opinion that all committees should be put upon an equality so far as concerns their relationship with the inspectors.

Memorandum. — Read letter from the Macclesfield School Board, dated September 27th, relative to the Elementary Education (School Attendance) Act, 1893, Amendment Act, 1899.

Memorandum.—Submitted letter from Mr. J. Fischer Williams, dated 4th October, 1899, relative to the English Education Exhibition.

Resolved.—That Mr. Williams be informed that in the opinion of the Executive Committee the question of the desirability of holding the proposed Conferences is one which should be relegated to the different School Boards.

Memorandum.—It was reported that the Bersham School Board had joined the Association since the last meeting.

Memorandum.—Submitted letters from the following:—London School Board, 28th September, 1899; Col. Mellor, M.P., 24th September, 1899; Kettering School Board, 10th October, 1899; Rotherham School Board, 19th October, 1899.

Resolved.—That the next meeting of the Committee be held at the Offices of the Sheffield School Board on the 17th November, at 2.30 p.m.

Correspondence.

An assistant master is arrested for debt on the school premises and lodged in gaol. His wife is an assistant in another department of the same block of schools. She leaves without notice or consent to take steps to secure her husband's liberation, and both are away for several days. The husband files his petition and is thus released. The School Board, considering the teachers have broken their agreement, and in view of the general circumstance of the case, dismiss the teachers, paying them up to the time. Was the Board justified in so dismissing them?

Note.—We are threatened with legal proceedings to recover six weeks further salary.

Opinion.—We are of opinion that the action of the Board, though perhaps a little harsh, was legally justified by the teachers' absence without leave. We doubt, however, whether the Board would otherwise have been justified in taking the general circumstances of the case into consideration. These might have been sufficient to warrant the termination of the teachers' engagements by notice, but hardly their summary dismissal.

Certificates of Birth for Children of Soldiers.—Recent correspondence with the Registrar-General shows that "Under the provisions of the Army Registration Act, 1879, certified copies of the Registers of Births, Deaths, and Marriages, kept in regiments of Her Majesty's land forces serving out of the United Kingdom, are sent half-yearly to this (the Registrar-General's) office," but that, as these returns are not made under the terms of the Births and Deaths Registration Acts, 1836 to 1874, but under the Act before mentioned, the Registrar-General has no authority to issue cheap copies of the certificates, either under the provisions of Section 25 of the Education Act of 1876, or Section 20 of the Factory Act, 1891. Copies of these entries can, however, be obtained from the General Register Office, Somerset House, on payment of the usual fees, amounting with stamp duty to 3s. 7d.

THE

SCHOOL BOARD GAZETTE.

VOL. II. DECEMBER, 1899. NO. 6.

The Last Report of the Education Department.

THE Annual Report recently issued by the Education Department is the last report that will be issued under the authority of the Committee of the Privy Council on Education in England and Wales. For nearly sixty-one years the Committee of Council on Education have been charged with the duty of superintending the application of the sums voted by Parliament for the purpose of promoting Public Elementary Education in England and Wales. On the 1st April, 1900, however, the newly-established Board of Education will take the place of the Education Department, including the Department of Science and Art. It is the beginning of a new order of things, from which, however, too much must not be expected; not more, perhaps, than is indicated in the sober words of the report, which says:—

> "We hope that the establishment of the Board of Education, which will consolidate the existing Education Department and extend their powers, may conduce to those further improvements in our educational system which appear now to have become possible."

Since the publication of the last report three Acts of Parliament affecting education have received the Royal assent. These are:—

(1) The Board of Education Act.

(2) An Act to amend the School Attendance Act of 1893, raising the age of exemption from eleven to twelve. It also provides for the partial exemption, at

the age of eleven years, and, under certain conditions, of children employed in agriculture.

(3) An Act to make better provision for the Elementary Education of dull and defective children. It follows the lines of the Elementary Education (Blind and Deaf children) Act, 1893, but is permissive instead of compulsory, as regards the duty of the School Authority to make provision for these classes of children.

In addition Rules have been drawn up for the purpose of carrying into effect the Act, passed last year, to provide superannuation and other annuities and allowances to certificated elementary school teachers. The Act is now in operation, and everyone, we venture to think, will heartily join "My Lords" in their expressed hope that it "may do much to abate the "anxieties and to relieve the needs of those who render the "nation long and devoted service as teachers in public "elementary schools."

DAY SCHOOL ATTENDANCE.—Turning to the actual statistics, we find that the number of scholars on the registers of public elementary schools in England and Wales has increased from 5,507,039 to 5,576,866, an increase of 1·26 per cent.: the average attendance has also increased from 4,488,543 to 4,554,165, an increase of 1·46 per cent. For every 100 children on the school registers the average attendance was 81·66, or ·16 more than last year. In the case of infants the percentage of average attendance was as low as 70·79, while in the case of older scholars it reached 87·79.

The following figures give this information arranged in tabular form and compared with similar particulars for the three preceding years :—

—	All Scholars on Registers.	Average Attendance.	Percentage of average Attendance to Scholars on Registers.
1895 ...	5,299,469	4,325,030	81·61
1896 ...	5,422,989	4,442,911	81·55
1897 ...	5,507,039	4,488,543	81·50
1898 ...	5,576,866	4,554,165	81·66

—	Infants on Registers.	Average Attendance.	Percentage of average Attendance to Infants on Registers.
1895 ...	1,859,326	1,335,353	71·82
1896 ...	1,928,493	1,370,919	71·08
1897 ...	1,972,331	1,389,978	70·47
1898 ...	2,012,623	1,424,839	70·79

—	Older Scholars on Registers.	Average Attendance.	Percentage of average Attendance to Older Scholars on Registers.
1895 ...	3,440,143	2,989,677	86·91
1896 ...	3,494,496	3,051,992	87·33
1897 ...	3,534,708	3,098,565	87·66
1898 ...	3,564,243	3,129,326	87·79

There is not much cause for congratulation in the state of things revealed by these figures: leaving out of consideration the infants, it is nevertheless the fact that 12 out of every 100 older scholars on the books are absent from every school-meeting. The only redeeming feature is the slight improvement on each year since 1895 manifested in the percentage of average attendance of these older scholars.

One of the gravest difficulties to be reckoned with in our system of primary education is the early age at which children leave school, and it is not encouraging to find that out of 5,576,866 children on the books, only 263,914, or less than five per cent., are 13 years of age or more. The following table gives the figures for the last four years :—

	1895.	1896.	1897.	1898.
Under 7 years of age	1,653,787	1,710,080	1,752,337	1,809,670
Between 7 and 13 ...	3,395,185	3,453,262	3,492,026	3,503,282
„ 13 „ 14 ...	197,327	204,607	206,349	209,460
Over 14	53,170	55,040	56,327	54,454
Total	5,299,469	5,422,989	5,507,039	5,576,866

It would appear that the number of children on the books over 14 years of age is actually decreasing: it should be borne in mind, however, that the tendency of the time is to collect the upper standard scholars in schools of science. In these latter schools there are some 10,000 scholars on the books, most of them over 13 years of age, who are not included in the above returns.

The following table shows the percentage of increase during the year of (1) population, (2) accommodation, (3) scholars on books and (4) average attendance:—

Increase of population.	Increase in accommodation.	Increase in number on books.	Increase in average attendance.
1·10 per cent.	1·63 per cent.	1·26 per cent.	1·46 per cent.

While with our present population, there might be 6,279,415 (one in five) on the registers, and 5,232,846 (one in six) in average daily attendance, the returns show only 5,576,866 children on the registers and 4,554,165 in average daily attendance.

The following table shows the estimated number of children, of the class usually found in public elementary schools, from 5 to 13 years of age, with the number and proportion of such children whose names are borne on the registers of inspected schools:—

Age.	Estimated Number of Children at Middle of Year.	Number of Children on Registers.	Percentage of Children on Registers to estimated Number of Children.
	1898.	1898.	1898.
5-7	1,263,126	1,194,466	94·2
7-11 ...	2,475,902	2,424,112	97·9
11-13 ...	1,198,163	1,079,170	90·0
Total 5-13	4,937,191	4,697,748	95·1

FREE EDUCATION.—The number of fee-paying scholars in Public Elementary Schools is gradually declining: in 1895, it was 780,310; in 1898, it was 706,251. During the same period the number of free scholars has increased from 4,519,159 to 4,870,615 and the number of Free Schools from 16,493 to 17,008. The following tables give particulars for the years 1895-8.

—	Fee-paying Scholars.	Free Scholars.	Free Schools.
1895 ...	780,310	4,519,159	16,493
1896 ...	761,147	4,661,842	16,712
1897 ...	735,142	4,771,897	16,912
1898 ...	706,251	4,870,615	17,008

EVENING CONTINUATION SCHOOLS.—The rapid growth of the evening continuation school work in England and Wales was most marked during the year ended 30th April, 1898. Compared with the preceding year there was an increase of 555 in the number of Schools, and of 76,972 in the number of scholars. The following table shows in statistical form the expansion of Evening School work during the last four years :—

	Number of Evening Continuation Schools (separate Departments) inspected.	Number of Scholars.	Grants.
1895.....	3,947	270,285	£112,084
1896.....	4,347	298,724	129,542
1897.....	4,980	358,628	162,158
1898.....	5,535	435,600	188,763

In 1897 there were on the registers of these Schools 41,832 Scholars over 21 years of age. This number rose in 1898 to 47,110. But while it is satisfactory to note the increasingly important part that Evening Schools are beginning to play in the education of adults, it must be confessed that consideration of the general ages of the pupils in the Evening Schools does not yield similar satisfaction. Although the number of scholars over 16 years of age has increased absolutely during the year, it will be seen from the following tables that there has been a larger proportionate increase in the number of younger scholars.

NUMBER OF SCHOLARS ON THE REGISTERS.

Year.	Under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	21 and over.	Total.
1897.....	37,431	49,446	63,194	53,353	41,559	28,329	19,411	13,494	10,579	41,832	358,628
1898.....	53,396	66,096	74,469	64,385	48,427	33,181	22,073	15,217	11,246	47,110	435,600

Year.	Percentage of Number of Scholars on the Registers aged									
	Under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	21 and over.
1897	10·4	13·7	17·6	14·8	11·5	7·8	5·4	3·7	2·9	11·6
1898	12·2	15·2	17·1	14·8	11·1	7·6	5·1	3·5	2·5	10·9

The following table shows how many of the Evening Schools were in Board Schools, and how many in Schools connected with different denominations :—

Year.	Board Schools.	Schools connected with the National Society or with the Church of England.	Wesleyan Schools.	Roman Catholic Schools.	British and other Schools.
1897 ...	2,197	1,880	82	82	739
1898 ...	2,454	2,049	86	92	854
Increase in year	257	169	4	10	115

TEACHING POWER.—There were in 1898 at work in the Schools under inspection 31,038 pupil teachers, 26,736 assistant teachers, 59,874 certificated teachers, and 15,136 additional women teachers (Art. 68). These figures show an increase of 1,060 certificated teachers, an increase of 1,530 assistant teachers, and an increase of 981 additional women teachers. On the other hand, pupil teachers decreased by 1,560. Most remarkable and unsatisfactory is the continued increase of additional women teachers under Art. 68. In 1893 they numbered 8,534, increased in 1894 to 10,196, in 1895 to 11,678, in 1896 to 12,838, in 1897 to 14,155, and in 1898 to 15,136. With reference to the extent to which teachers trained in Training Colleges are employed, we find that of 23,439 masters employed in schools reported on last year 16,226, or 69·22 per cent., had been trained for two years or over, and 515, or 2·19 per cent., for less than two years; while 6,698, or 28·57 per cent., were not so trained. In like manner, of 36,435 schoolmistresses, 17,051, or 46·79 per cent., had been trained for two years or over, 735, or 2·01 per cent., for less than two years, and 18,649, or 51·18 per cent., were not trained in colleges. The proportion of trained teachers shows little or no improvement on previous years; indeed, it is difficult to see how it can be otherwise in view of the altogether inadequate supply of training college accommodation.

The average salary of a certificated master is now £124 4s. 11d., against £94 2s. 1d. in 1870; of a mistress, £83 1s. 1d., against £57 11s. 1d. in 1870. These averages include all certificated teachers, whether principal or assistant.

Most noteworthy is the increasing proportion of women

teachers employed in public elementary schools. The following table shows this very clearly :—

	Percentage of women in 1869.	Percentage of women in 1880.	Percentage of women in 1898.
Certificated teachers ...	48	58	61
Assistant teachers ...	60	66	85
Pupil teachers	57	68	79

SCHOOL BOARDS.—During the year ending 31st December, 1898, there were issued fourteen orders creating new School Boards in parishes. Of these seven were formed compulsorily. On the 1st January, 1899, there were 2,511 School Boards in England and Wales, including within their areas a population of 19,979,924 out of a total population of 29,002,525 in England and Wales.

FINANCIAL STATISTICS.—The cost of maintenance per child in average attendance is still increasing. In Board Schools in 1898 it was £2 13s. 9½d. against £2 13s. 2½d. in 1897, an increased of 7d. In Voluntary Schools in 1898 it was £2 2s. 4¾d., compared with £2 0s. 6d. in the preceding year, an increase of 1s. 10¾d.

The annual grant, exclusive of fee grant paid for the year ending 31st August, 1898, was for each day scholar in average attendance :—

	England.	Wales.
	£ s. d.	£ s. d.
In Board Schools	1 0 4	1 0 1
In Voluntary Schools... ...	0 19 8½	0 19 8¾

In 1897 the corresponding figures were as follows :—

	England.	Wales.
	£ s. d.	£ s. d.
In Board Schools	0 19 8¾	0 19 5¼
In Voluntary Schools... ...	0 18 10¼	0 18 11

The sum expended by School Boards in England during the year under review amounted to £9,775,802, as compared with £9,435,695 in the previous year: and in Wales to £739,201 as compared with £656,359. The following table gives particulars of the Expenditure under various heads, and the proportion each bears to the total Expenditure.

	England.		Wales.	
	£	Per cent.	£	Per cent.
Administration	424,781 =	4·4	30,469 =	4·1
Maintenance of Schools ...	5,885,752 =	60·2	436,765 =	59·1
Capital Charges for works of a permanent character ...	1,726,449 =	17·7	169,830 =	23·
Repayment of loans	627,282 =	6·4	47,479 =	6·4
Interest on loans	893,514 =	9·1	47,264 =	6·4
Miscellaneous	218,024 =	2·2	7,394 =	1·

This total Expenditure for the year was met in the following manner:—

	England.		Wales.	
	£	Per cent.	£	Per cent.
Rates	4,736,703 =	48·5	231,147 =	31·3
Grants, school fees, &c.... ...	3,533,529 =	36·1	305,944 =	41·4
Loans	1,505,570 =	15·4	202,110 =	27·3

On the 29th September, 1898, the liabilities of School Boards in respect of loans outstanding were, in England, £26,695,456, and in Wales, £1,499,748.

Notes.

CAPTAIN MILNER MOGER, R.N., has retired from the office of superintendent of "The Clio" Industrial School Ship at Bangor. Captain Moger has been the captain of "The Clio" since it was first placed in the Menai Straits through the instrumentality of the late Mr. G. H. Whalley, M.P., and others, who were convinced of the necessity of an additional ship for the North of England.

The ship has undoubtedly suffered from two causes. Owing to the fact that it is some distance from a port, increased difficulties arise in the placing of boys on board ship; the other disadvantage is that it is too near the holiday resorts of North Wales, and the natural desire to help the funds of the ship has resulted in the granting of facilities to excursionists and others to go on board. This cannot have a good effect on the boys. Formerly, and we do not know whether it is not now the case, "The Clio" was advertised as one of the attractions of Bangor.

Captain Moger's successor is Commander Fred. G. Langdon, who entered the Royal Navy in 1865, became Commander in 1892, and has since been the Commander of the "Gossamer" and "Jason" torpedo gunboats.

Although the School Boards will regret the increase of interest of a quarter per cent. on loans obtained from the Public Works Loan Commissioners, it is hardly a matter of surprise that the Treasury have increased the rate of interest. With a 6 per cent. Bank rate, and $2\frac{3}{4}$ Government Consols fallen to 102, it was not to be expected that School Boards could long enjoy the privilege of obtaining money at $2\frac{3}{4}$ for thirty years loans.

As touching upon the absolute need for the existence of the Higher Grade Board Schools, particularly in relationship to technical instruction, we publish this month some remarkable figures showing that the Technical Instruction Committee of at least one most important district, have to rely almost entirely on the Higher Grade Schools for supplying suitable candidates for the scholarships offered by the Municipality. In fact, in the case we refer to, if there were no Higher Grade Schools, there would soon be an end to Technical Instruction Scholarships owing to the dearth of suitable candidates.

The Education Department have now taken a further step in the direction of undertaking a direct oversight of Pupil Teachers' Centres. By the terms of the circular of 22nd November, printed in this issue, H.M. Inspectors are to pay annual visits to each centre, and report in October or November. The report is to deal with the staff, the time and subjects of instruction, the premises and apparatus, and the management.

——:——

In connection with the organisation of the work of the new Board of Education, it is now being very strongly urged that Secondary Education does not comprehend technical instruction. It will be readily understood that expression of this view by correspondents in the columns of "The Times" and elsewhere is causing considerable anxiety to the County Councils who have been promoting the establishment of Secondary Schools with the Excise money, and of those who are aiding general education from the same fund.

Mr. J. H. Reynolds, the Director of Technical Instruction for Manchester, strongly urges this view, and in a recent letter to "The Times" he says:—"The main object of the secondary school is the training and developing of faculty, whilst that of the technical school is the wise direction of that trained and developed faculty to a particular purpose, namely, the mastery of some special craft, business, or profession. This does not imply that the technical school, whilst so instructing, shall not continue to educate (that it must do, or it will undo the work of the secondary school), or that it shall enter upon a course of empiricism which it is the special function of the technical school to decry and condemn. Nor would this definition of the functions of a technical school exclude from its curriculum such liberal studies as would help the future industrial, commercial, or professional man to rightly understand his responsibilities as an employer and a citizen.

"That the course of education in a wisely-managed secondary school will fit a youth to take his place in the world—brave, alert, self-possessed, observant—may be at once conceded, just as a wisely-ordered regimen will promote health and vigour of body; but as the possession of these qualities will not ensure the special conditions under which a boat race shall be won without express training by an experienced coach in all the arts and mysteries of rowing, so in the former case the education of the secondary school is but the condition precedent upon the possession of which it is alone possible to train the pupil in the application of science, or of art, or of economics, to the field of labour by which he will live."

——:——

We print in this issue of "The Gazette" a criticism by a valued correspondent, of the scheme for Scotch Higher Grade Schools. Our correspondent examines the scheme with great acumen, and his verdict cannot be regarded as altogether favourable to the scheme. We think that our readers should be placed in possession of every view of this question, especially at this juncture, and we propose ourselves to deal again with the scheme in a future number of "The Gazette."

Technical Scholarships :

Higher Grade Schools as an Essential Part of the Educational Organization in a Large City.

THE following statistical statement, covering a period of nine years, from 1891 to 1899, will serve to shew the advantage which is derived from the establishment of Higher Grade Schools as a logical development of the Elementary School in a great city, and as promoting the object of continuing the education of boys and girls for a lengthened period, first in Higher Grade Schools, and subsequently in introducing them for more advanced study, either in the University College, or in the specialised instruction of the Technical School, preliminary to entering upon industrial or commercial life. The table shews conclusively that, in the absence of the facilities thus afforded, a very large number of boys and girls would have been deprived of the opportunity of further and most desirable advanced or specialised study.

Out of 272 Scholarships awarded, 108 have been granted to pupils of Higher Grade Schools, who have thence proceeded to the Higher Institutions named, whilst only 67 have come from other Schools, and of this latter number 33 were contributed during 1891 to 1897 from the preparatory department of the Municipal Technical School, which at the latter date ceased to exist, leaving the net number 34 from Secondary Schools.

It is further to be stated that eight of the 22 students who passed directly from the Grammar School, and from the Technical School to the Owens College, had formerly been pupils in the Higher Grade or in the Public Elementary Schools. Four of these have graduated in Honours, and three are now pursuing their studies with a view to graduation.

It is scarcely too much to say that the Scholarship Scheme of the Manchester Technical Instruction Committee would have largely failed but for the establishment of the Higher Grade Schools by the Manchester School Board.

MANCHESTER CORPORATION TECHNICAL SCHOLARSHIPS FROM 1891-1899.

SCHOOLS WHENCE SCHOLARSHIP HOLDERS HAVE COME.

SCHOLARSHIPS.		Technical School.	Manchester Grammar School and the Hulme Grammar School.		Manchester and other Higher Grade Schools.		School of Art.
			Other Secondary Schools.	Manchester Grammar School & the Hulme Grammar School.	Elementary Schools.	Higher Grade Schools.	
OWENS COLLEGE SCHOLARSHIPS, value £60 per annum for three years; four offered.	1891	1	...	...	1	2	...
	1892	1	...	3	...	...	...
	1893	...	...	2	...	1	...
	1894	...	...	1	...	3	...
	1895	2	...	2	...	...	...
	1896	1	...	1	1	1	...
	1897	1	...	2	...	1	...
	1898	...	...	2	...	2	...
	1899	2	...	1	...	1	...
TECHNICAL SCHOOL SCHOLARSHIPS, value £30 per annum for two years, 25 offered in 1891-2; 15 subsequently.	1891	14	...	3	...	5	...
	1892	7	2	3	1	9	...
	1893	2	4	...	...	8	...
	1894	7	1	4	2	5	...
	1895	2	4	...	1	5	...
	1896	...	...	1	...	15	...
	1897	1	...	2	...	12	...
	1898	...	...	1	...	12	...
	1899	...	1	...	...	14	...
GRAMMAR SCHOOL SCHOLARSHIPS, value £25 per annum for two years; six offered.	1891	...	...	6	...	...	...
	1892	...	...	...	2	2	...
	1893	...	...	...	2	...	...
	1894	...	...	...	1	3	...
	1895	...	...	...	...	3	...
	1896	...	...	..	...	6	...
	1897	...	1	...	...	5	...
	1898	...	...	...	...	6	...
	1899	...	...	...	1	4	...
SCHOOL OF ART SCHOLARSHIPS, value £30 per annum for two years; five offered.	1891	...	...	...	...	1	2
	1892	...	...	...	...	...	2
	1893	1	...	1	...	2	...
	1894	...	1	...	...	1	...
	1895	...	...	3	...	...	1
	1896	...	...	...	...	1	3
	1897	...	...	...	...	...	5
	1898	...	...	...	...	...	4
	1899	...	...	1	...	1	...
		42	14	39	12	*131	17
						143	255
				Not stated		...	17
							272

* 108 of this total of 131 refer to scholarships gained by pupils of Public Elementary and Higher Grade Schools, tenable at the Owens College, the Municipal Technical School, and the Municipal School of Art.

Inspection of Central Classes for Pupil Teachers.

THE following circular has been issued to H.M. Inspectors of Schools:—

Circular to H.M. Inspectors. Circular 421.

Central Classes for Pupil Teachers.

EDUCATION DEPARTMENT,
WHITEHALL, LONDON, S.W.

SIR, 22ND NOVEMBER, 1899.

By Circular 386, which was issued on 2nd July, 1896, you were requested to visit occasionally any Central Classes for Pupil Teachers which might have been formed in your District, and to furnish the Department with a short report upon such Classes.

My Lords now wish to receive from you, annually, a report upon each set of these Central Classes on one of the Forms 10 P. T. C. of which a supply is enclosed. You will observe that the points mentioned in that Form for your attention are much the same as those mentioned in Circular 386. You are, however, also asked to supply a short report, which may be communicated to the Managers.

A Form has also been drawn up, of which a copy is enclosed, upon which the Managers of the Central Classes will make, annually, a return of the more important particulars regarding the Classes for the year ending on 31st July. It is proposed that this Form shall be filled up and sent to this Office annually on, or immediately after, the 31st July by the Correspondent for each set of Central Classes, or the Clerk of the School Board where the Classes are managed by a School Board. It will then be sent on to you, and should thus reach you in August or September of each year, and you will then be in a position to complete and return to this office in the course of October or November your own report upon the Classes. The Forms will be used first for the year ending 31st July, 1900. Copies of the Form of Managers' Return will be sent direct from this Office to the Correspondent, or Clerk of the School Board, but as there is not at present in this Office a complete list of the Pupil Teacher Centres or of their Correspondents, I am to request that, on the receipt of this Circular, you will be so kind as to send up a list of such Centres now existing in your District, together with the name and address of the Correspondent where known to you.

You will, of course, use your own discretion in fixing the time of your visit or visits to each Centre.

I have the honour to be,
Sir,
Your obedient Servant,
G. W. KEKEWICH.

To _____
H.M. Inspector of Schools.

Loans from Public Works Loan Commissioners.—Advance in Rate of Interest.

Circular to School Boards. Circular 404 [*Revised.*]

Rate of Interest on Loans.

EDUCATION DEPARTMENT,
WHITEHALL, LONDON, S.W.,
1ST DECEMBER, 1899.

SIR,

I am directed by Their Lordships to send you, for the information of your Board, the subjoined copy of a Notice which has been issued by the Lords Commissioners of Her Majesty's Treasury under the Public Works Loans Act, 1897 (60 & 61 Vict., cap. 51), and which is being published in the Official Gazette.

I have the honour to be,
Sir,
Your obedient Servant,
G. W. KEKEWICH.

To the Clerk to the School Board.

LOANS FROM PUBLIC WORKS LOAN COMMISSIONERS.—ADVANCE IN RATE OF INTEREST.

COPY OF NOTICE.

The Lords Commissioners of Her Majesty's Treasury hereby give notice that, in pursuance of the power conferred upon Them by the Public Works Loans Act, 1897 (60 & 61 Vict., cap. 51, §1), They have been pleased to direct by Their Minute of the 2nd November, 1899, that on loans granted out of the Local Loans Fund on the security of local rates subsequently to the date of that Minute there shall be chargeable, in lieu of the rates of interest fixed by Their Minute of 7th August, 1897, the following rates of interest, viz.:—

Periods of Repayment.				Rates of Interest.		
Not exceeding	30	years	... ...	3	per cent.	per annum.
„	40	„	... ...	3¼	„	„
„	50	„	... ...	3½	„	„

Federation of School Boards

(WEST RIDING OF YORKSHIRE).

A MEETING of the Executive Committee of this Federation was held at the School Board Offices, Keighley, on Tuesday afternoon, the 5th December, 1899, at five o'clock.

Mr. W. Claridge (president) was in the chair, and there were also present Messrs. J. J. Brigg and A. Chappell (vice-presidents), and Messrs. T. Baldwin (Barnsley), T. Beevers (Castleford), S. G. Bibby (Dewsbury), J. S. Cockshott (Keighley), J. F. Greenwood (Haworth), and B. Hartley (Bingley), Dr. G. H. Lodge and Mr. W. H. Corbridge (Rotherham), and Messrs. T. Parsons (Yeadon), E. P. Porter (Goole), J. Whitehead (Todmorden), and W. Popplestone (Shipley), hon. secretary.

Letters of regret for absence were read from Rev. Charles Payne (vice-president) and Mr. E. Talbot (Batley).

The President and Mr. Cockshott, representatives of the Federation on the Technical Instruction Committee of the West Riding County Council, reported at length on matters which had been dealt with at the first meeting of that Committee, after their co-optation, which was held on the 28th ultimo. Mr. Cockshott had been appointed a member of the Administrative Sub-committee of the Technical Instruction Committee, and Mr. Claridge had been appointed to serve on a Committee composed of three representatives of the County Council, and representatives of the County Councils of Leeds, Bradford, Sheffield, Halifax, and Huddersfield, to consider certain questions in the direction of Commercial and Secondary Education. It is gratifying that the Federation is thus duly recognised in this very important work.

The Hon. Secretary submitted a draft return stating what powers are possessed by School Boards to provide Secondary, Commercial, and Technical Education, and giving particulars as to how those powers are exercised by Boards in the district of the Federation. The return was adopted, and was regarded as specially interesting at the present time, in view of the recent surcharges by the district auditor of the School Board for London of certain items of expenditure which have been incurred by that Board in providing instruction in science and art.

The Hon. Secretary also submitted the Annual Report of the Committee for 1899, and a statement of the attendances of members at meetings of the Committee. The report was adopted, and it was decided to recommend the Federation, at the second annual

meeting, to be held at Leeds, in March, 1900, to provide rules as follow:—

(A) To enable the Executive to fill casual vacancies on the Committee as they occur.

(B) That the representatives of the Federation on the West Riding Technical Instruction Committee be ex-officio members of the Executive Committee.

Mr. W. H. Corbridge (hon. treasurer) submitted the balance-sheet for 1899, which was approved, and Mr. Thomas Baldwin was appointed to audit the accounts.

It was decided that a circular be issued to each Board in the Federation whose pupil teachers do not at present attend central classes, urging the Boards to join Pupil Teachers' Centres already existing, or to form new centres.

The President and Hon. Secretary were appointed a Sub-committee to formulate a scheme for the establishment of Summer Holiday Courses in woodwork, French, and other subjects, for the benefit of teachers in the West Riding.

It was further decided that steps be taken for the formation of an Examining Board in French, German, commercial subjects, and other technical work, for the Northern Counties, and that the Northumberland and Durham Federation of School Boards and a number of active Boards in the North of England be requested to co-operate in the matter.

Higher Grade Schools:

THEIR HISTORY; THE NATURE, CAUSES, AND LIMITATIONS OF THEIR PRESENT EFFICIENCY; WITH SOME REMARKS ON THE ATTITUDE RECENTLY ADOPTED TOWARDS THEM BY THE EDUCATION DEPARTMENT AND THE SCIENCE AND ART DEPARTMENT.

The Presidential Address delivered by Mr. W. Dyche (Headmaster of the Higher Board School, Halifax) at the Annual Meeting of the Association of Head Masters of Higher Grade Schools and Schools of Science, held in London on the 3rd November, 1899.

THE present position of Higher Grade Schools cannot be understood without a knowledge of their history. I propose to trace in outline the successive stages of their development, then to describe their present condition, pointing out the causes which have contributed to their efficiency, and finally to suggest certain reforms in their management which are necessary if that efficiency is to be permanently maintained. In suggesting these reforms I am not influenced by a mere unreasoning desire that Higher Grade Schools should prosper and abound, but by a conviction that they have a definite work to perform which is of great importance to the State, a work, moreover, which can not only be better performed by Higher Grade Schools than by any other class of schools, but which will have to go undone if these schools are reduced in efficiency.

HIGHER GRADE SCHOOLS:

An Organic Outgrowth of the Elementary School System.

Higher Grade Schools are an organic outgrowth of the English Elementary School system. Except locally they attracted little

public notice before 1890, but they began to come into existence very shortly after 1870. In those days certain voluntary schools in the large towns were supplying rather a better kind of elementary education to children who stayed at school till thirteen or fourteen, but in course of time the superiority in buildings and staff which the command of public money gave to Board Schools began to tell, and the monopoly which these voluntary schools had of upper standard scholars gradually disappeared. Boards found that there was a steadily increasing number of scholars who remained at school after passing Standard VII., and for these some provision had to be made. Sometimes these scholars were already naturally concentrated in one school which had special advantages of situation, sometimes they were drafted by the Boards into specially chosen existing schools. Generally, however, it was found desirable to build a new school in a central position. Such a school, whether built for the purpose or formed out of a previously existing school, came to be called a "Higher Grade School." Nearly all these schools have been founded since 1880.

How these Schools came to be connected with the Science and Art Department.

After the scholars had been collected into special schools it became necessary to arrange a suitable curriculum for them. The mere repetition of the work of Standard VII. was useless and distasteful, for even as now, according to the observation of Mr. Buckmaster:—

> "The surest way to weed out the older scholars in an Elementary School is to put the ex-Seventh Standard children to do over again the work of the previous year with the Seventh Standard Class. The great majority of children then soon lose all interest in their work, and urge their parents to allow them to leave school. Hence, to retain these children it is necessary to offer them a more or less distinct time table containing subjects to which, rightly or wrongly, they are attracted."
>
> (*46th Report Department of Science and Art, page* 11).

Under these circumstances most schools added to the instruction usual in Standard VII. one or two subjects in Science, and presented the scholars for examination in them at the May examinations of the Science and Art Department. This practice was not altogether new. It had been usual in a number of elementary schools to hold classes in Science, and these classes were encouraged in many ways by the Science and Art Department, which even went so far as to offer Elementary School

Scholarships, tenable at an Elementary Day School, for scholars between twelve and sixteen.

I well remember when I was a boy in Standard IV. with what delight I listened to the lessons I received under this scheme in Physical Geography, Electricity, and Physiology, and how the school life of all the more intelligent boys was brightened by them. We spent hours in fossil-hunting among the stone with which the roads were mended, and our winter evenings were taken up with the manufacture of home-made electrical apparatus. The examinations in those days were not so difficult as to make cramming necessary, the teaching, as far as I can recollect it, was very stimulating, and our studies were very profitable to us in widening our mental horizon. The Science and Art Department did very good work in encouraging Science teaching in Elementary Schools, and in doing so was fulfilling the object for which it was called into existence. That object was stated in the Science and Art Directory in the following words:—

"The object of the grant is to promote instruction in Science, especially among the industrial classes."

This paragraph continued in the Directory down to the year 1896, after which date it disappears.

The Grants of the Science and Art Department were a great help to the School Boards in founding the earlier Higher Grade Schools.

In view, therefore, of what had been so general a practice in the better kind of Elementary Schools it was a natural thing for Higher Grade Schools to seek in the courses of Science laid down in the Science and Art Directory a suitable addition to the ordinary course in Standard VII. The Seventh and ex-Seventh Standard scholars were therefore presented at the examinations of the Science and Art Department; they usually passed well as compared with the evening students who took the same examinations, and the grants paid for success were found to be a substantial help towards the maintenance of the School. And this help was needed; indeed, it is certain that without it Higher Grade Schools would not have attained the degree of efficiency in staff and equipment which they have reached to-day, for the opposition which School Boards, in founding Higher Grade Schools, have had to encounter from ratepayers and other persons unable to appreciate the services which such schools render to the nation at large, has been very strong and persistent. Generally speaking each of them owes its existence to some few members of a School Board, who, having taken pains to understand the details of the Board's

work, became convinced that a Higher Grade School was a necessity if that work was to be completed. When the Science grants began to come in it was soon found that they were sufficient, not merely to pay for the maintenance of the upper part of the school, but to leave over—as such schools were then equipped and staffed—a surplus which could be devoted to improving the general efficiency of the whole school. Under all the circumstances, especially considering the strong opposition which Higher Grade Schools had to meet, those members of School Boards who saw that the very existence of the schools was hanging in the balance are not altogether to be blamed if they attached what we should now consider undue importance to the earning of Science and Art grants.

The System of Paying Grants on Individual Passes in Science Subjects produced a One-Sided Curriculum.

As time went on and examinations steadily increased in difficulty, it was found, however, that the necessity of earning grants was squeezing out of the curriculum all those subjects on which grant was not paid, and that even among science subjects the preference was being given, irrespective of their suitability, to those subjects in which it was easy to pass or in which the grants were paid on a more liberal scale. Some very ill-assorted curricula were the result of this tendency. For instance, in a large girls' school in a manufacturing town agriculture was proposed as a subject, while in one boys' school thirteen hours a week were devoted to chemistry.

The Institution of Organised Science Schools did not remove this Defect.

To remedy this state of affairs the Department advised and even urged Higher Grade Schools to adopt a particular curriculum called the "Organised Science School Course," in which the science subjects prescribed formed a more or less coherent scheme of study. As a science course pure and simple the Organised Science School curriculum was fairly satisfactory, but it was quite as effective in squeezing out literary subjects as the haphazard curriculum which had preceded it, and it increased rather than reduced the overpressure in the schools. This Association repeatedly directed attention to these evils and vigorously pressed for liberty to adopt a more rational curriculum.

The Revised Scheme for organised Science Schools abolished Payment by Results, and made Due Provision for Literary Teaching.

At last, in 1895, Mr. Acland took the matter up, and acting under his instructions the Science and Art Department issued the outline of its present scheme for Schools of Science. The main features of that scheme were the substitution of grants on attendance for payment by results and of inspection for individual examination, and the requirement that a due proportion of time should be given to literary subjects. Mr. Acland met a deputation from this Association, and those of us who were on it will not soon forget how he devoted three hours of his time to a close and exhaustive discussion of every detail of the scheme and how ready he was to accept modifications when he became convinced that they were improvements. The scheme emerged from this conference with Mr. Acland in what is substantially its present form, and immediately on its adoption Higher Grade Schools sprang into new and vigorous life. To Mr. Acland is largely due their present efficiency and vitality. It is to us a matter of great regret that his health should have been sacrificed by his self-devotion in the performance of his public duties. His wise action in regard to our schools has saved some of us from premature break-down and has given the opportunity of a good education to the twenty thousand scholars now being educated in Schools of Science. He carries with him into a retirement which we hope will be only temporary our sincere gratitude and our respectful sympathy.

The Grammar Schools complained of the Competition of Higher Grade Schools.

About the time of the introduction of the new scheme, Higher Grade Schools began to be attacked from a new quarter. Certain Grammar Schools in the North of England imagined they were losing scholars through the competition of the Higher Grade Schools. Probably in a few cases there was some slight competition, due partly to the lower fees of the Higher Grade Schools, partly to the preference of parents for the Higher Grade School curriculum, and partly to the superior efficiency of Higher Grade Schools as compared with some of the Grammar Schools concerned. Subsequent investigations have proved that this competition, where indeed it existed at all, was not great,* but exaggerated notions of its extent, and the fear that it would increase, brought about quite a panic among some head masters of Grammar Schools. In the course of this panic it was repeatedly asserted by the Grammar

* *Report of Royal Commission on Secondary Education.* Vol. vii., *p.* 201.

School party that Higher Grade Schools owed their existence, not to any public demand for them, but merely to the ambition of School Boards, that the teachers in them were incompetent to teach the subjects they professed to teach, and that consequently the education given in them was a sham.

The Royal Commission on Secondary Education. General Report.

During this controversy there was published the Report of the Commission on Secondary Education. This Report, which was signed by all the Commissioners, dealt in some detail with Higher Grade Schools, and contained a complete refutation of the charges referred to, as the following extracts will show:—

> "Where the Higher Grade Elementary School serves as a Third Grade Secondary School, it is not as a rule trespassing, but rather filling a void; it is doing much needed work of a particular kind which no other agency performs."—*p.* 67, *Vol.* i.
>
> "The Higher Grade Elementary School largely corresponds with a demand for Secondary Education from the lower social strata, and the region of its special activity is the space left practically vacant between Elementary Education and the Second Grade Secondary School."—*p.* 67, *Vol.* i.
>
> "The Secondary Board Schools are so distinctly offshoots of the Elementary System that it may be cogently argued that the system will, without them, lose much of its efficiency and all its completeness."—*p.* 144, *Vol.* ii.
>
> "We may hold it as certain that these Schools have risen to meet a legitimate demand, and admit of correlation and development, but not of abolition or even repression."—*p.* 144, *Vol.* i.

Special Report of Mr. A. P. Laurie on the Schools of the West Riding.

In the North of England the interest of the General Report was eclipsed by that of the Special Report of one of the Assistant Commissioners, Mr. A. P. Laurie, which dealt with Secondary Education in the West Riding of Yorkshire. Mr. Laurie stated that the Higher Grade Schools were well housed, well disciplined, efficiently taught, and full of vitality. He showed that their superior discipline and efficiency arose from the fact that they employed trained teachers, that the large size of their classes was due to the Elementary School tradition by which they were governed, and that the one-sidedness of their curriculum was the fault, not of the teachers, but of the system on which grants were paid by the Science and Art Department. This Report was vigorously attacked by the section of the Grammar School party referred to above, but the attack failed, and it was generally recognised by impartial persons that the reason why the Report aroused

such a storm of hostility was that the true facts of the case had been laid bare, and that these facts were not to the credit of some of the Grammar Schools. I give one characteristic quotation from the report:—

> "There is to be found among the Assistant Masters at this (referring to one particular school) and other Higher Grade Schools a new type of teacher, young, brilliant, and enthusiastic, students of the best methods of teaching, with an ardent belief in their profession and devoting their spare hours to their own education—a type which, though suffering from the absence of culture which belongs to the older universities, yet replaces this by such complete knowledge of their work and enthusiasm for their subject that they bid fair to take the world by storm, and to sweep out of the profession the man who has taken a degree at Oxford or Cambridge, and who takes to teaching with no special aptitude or training, either because he can find nothing better to do, or with a view to preferment in the Church."—*p.* 161, *Vol.* vii.

Conference between this Association and the Incorporated Association of Head Masters.

The panic among the section of Head Masters of Grammar Schools previously referred to was intensified rather than allayed by the publication of the Secondary Education Report. Constant attacks were made upon our schools, we were compelled to defend them, and an unprofitable controversy sprang up which seemed likely to hinder education by producing among head masters and governors of both kinds of schools that very desire to aggrandise one class of schools at the expense of another without regard to the real educational needs of a locality which had been mistakenly attributed to us and to our School Boards. At this juncture, through the good offices of Sir George Kekewich, ably assisted by Mr. Sadler and Mr. Morant, a conference was arranged between representatives of this Association and of the Incorporated Association of Head Masters. Sir George Kekewich presided over the Conference, and Mr. Sadler and Mr. Morant assisted at it not only by taking part in the discussions, but by collecting and tabulating accurate information on points affecting the schools which were alleged to be in competition.* The Conference met several times and discussed the whole question of the relation of Grammar Schools to Higher Grade Schools. In the course of the discussion a good many misconceptions on both sides were cleared away, and though points of difference remained which were so real and serious as to threaten the break-up of the Conference—which indeed would have broken up more than once had it not been for the President,

* See *Parliamentary Return*, No. 264, 1898.

whose unique knowledge of both sides of the question gave overwhelming weight to his decisions as arbitrator—it was at last found possible to agree on the issue of a Joint Memorandum on the Relations of Primary and Secondary Schools to each other in a National System of Education, which Memorandum has since been issued as a Parliamentary Paper.* The Concordat so happily arrived at helped to check profitless wrangling, and made it clear to each party that both sides were in the main anxious to see education put upon a satisfactory footing from the point of view of the public interest. The gist of the joint Memorandum so far as my present purpose is concerned was that Higher Grade Schools are a necessary crowning part of the National System of Primary Education, and not a downward development from, or a new addition to, the existing national system—or chaos—of Secondary Education; that a Higher Grade School should provide beyond the limits of the Education Code a methodical course of three or of four years such as, for instance, a course on the general lines of the regulations for Schools of Science; and that a school is not necessarily Secondary because it is giving an education above the Elementary Standard, but that its claim to be considered Secondary depends upon the degree of importance given in its curriculum to immediate utility as compared with general mental training, upon those broad conditions of school life which lie outside the classroom, and upon the efficiency of its teaching staff and general equipment.

Present Condition of Higher Grade Schools

Having thus briefly summarised the history of Higher Grade Schools, I can now proceed to show how their present condition justifies the statement that they are the only institutions in which the education of the bulk of the older Elementary School children can be profitably continued. In so doing I shall point out what are the peculiarities which specially qualify them to deal with such children, and what on the other hand are, in my opinion, the main defects which stand in the way of their more complete efficiency. I shall also consider to what extent these defects are inherent, arising from the general character and traditions of the schools, and to what extent they are accidental, arising from peculiarities of external administration.

Higher Grade Schools inherit certain Traditions of the Elementary School System.

It is a necessary consequence of the history of Higher Grade Schools that they are governed in the main by the traditions of the Elementary School System. Perhaps the most important of

* *Parliamentary Paper*, No. 381, 1898.

these traditions is the conviction that a body of teachers to be efficient must have had a professional training.

They are taught by Trained Teachers.

The Higher Grade Schools of this country are taught almost exclusively by trained teachers, and it is to this circumstance more than to any other that their uniformly high level of efficiency is due. The period of training which these teachers undergo is not limited to that which they spend in the training colleges, for the Head Master of such a school devotes his time to supervision rather than to class teaching, and spends much of it in directing and advising the less experienced members of his staff, and in criticising their work. Moreover, the whole staff is so permeated with the idea that success in teaching depends on the teacher's methods as well as on his knowledge of his subject that the teachers live in an atmosphere of training which favours the development of that habit of criticising their own methods which is or should be one result of a professional training.

Debt of Higher Grade Schools to the Training Colleges.

And here let me say a word for those much-abused institutions the Residential Training Colleges, which it has become the fashion to depreciate because their staffs have not in the past been drawn to any great extent from the graduates of the older Universities. Mr. Harold Hodge has bewailed their limitations in the "Fortnightly Review," and a recent writer in the "Saturday Review," himself, I believe, a trained teacher, has demonstrated in ungrammatical English the need for spreading among Queen's scholars the culture of the older Universities. No man of sense would ever deny that many elementary teachers suffer in some important respects from the narrowness of their early training; none of us here to-day but is, or would have been thankful to have spent three years in those venerable institutions hallowed by the march of centuries and by the long procession of scholars, poets, statesmen, and divines who have passed through their portals into the history of our land. But in our reverence for the glories of Oxford and Cambridge let us not forget that on the staffs of the training colleges to which English Elementary Education owes much of what excellence it has, there have ever been men, elementary teachers themselves, who in obscurity always, in discouragement not seldom, have done their duty with a patient and steadfast fidelity which neither looked for nor received public recognition: men whose attainments would have made them an ornament to any University, and whose daily lives have been an inspiration to generations of students. Such men as these have stamped their character upon English Elementary Education, and have helped to make our schools what they are. Nevertheless, while we cannot

forget the good work of the Residential Training Colleges, we welcome the efforts which are being made in Day Training Colleges and elsewhere to offer to the more promising Queen's scholars the opportunity of adding to their professional training the advantages of the opportunities for more extended study which a College of University rank is able to afford.

Many of the Staff of Higher Grade Schools are Graduated as well as Trained Teachers.

But our assistant-masters are not merely trained teachers, they are in many cases men of high attainments, men who have made up for the lack of early opportunity by the persevering study of maturer years, and in so doing have increased and developed their innate strength of character. How rapidly the proportion of teachers in Higher Grade Schools who are graduates is increasing may be inferred from the fact that, whereas on June 1st, 1897, there were in forty-three Higher Grade Schools, only seventy-nine graduates out of a total of 748 teachers, there are now forty-four graduates in the schools of Leeds, Bradford, Halifax, Huddersfield, and Bolton alone, without mentioning the many teachers who have special qualifications such as the Associateship of the Royal College of Science. About the rest of Higher Grade Schools I have no recent statistics, but the tendency to the further employment of graduates is a very general one.

Higher Grade Schools give due Attention to Dull Scholars.

Another tradition of the Elementary Schools is the feeling that the dull boys must be as carefully taught as the clever boys. Thring, in his day, was almost alone among Secondary School Masters in his advocacy of this principle, and seems to have been considered a visionary for his pains; but in Elementary Schools the principle is looked upon as a matter of course. This is one result of the fifty years' work of the training colleges. It has there been impressed upon generations of teachers that their duty is to the dull boy quite as much as to the clever boy, and that much apparent dulness on the part of scholars really arises from the stupidity and clumsiness of the teacher who does not understand his business. I am sometimes inclined to think that the deep root which this tradition has taken is not a little due to the otherwise evil and mischievous system of payment by results which compelled the average man to put it into practice whether he believed in it or not. Payment by results was undoubtedly a bad thing on the whole, but I am sometimes disposed to think that certain institutions of high rank in the teaching world might with advantage be subjected to three or four years of it—institutions which are

occasionally afflicted with *dilettante* professors who do not take reasonable precautions against waste of time by idle students, want of comprehension on the part of the dull, and gross ill-treatment of expensive apparatus on the part of all.

Discipline of Higher Grade Schools.

The discipline in Higher Grade Schools, often sneered at as mechanical by people who have never seen it, is another legacy from the Elementary School tradition, and has been an important factor in the success of Higher Grade Schools. Good discipline secures the maximum amount of work from the minimum of effort and favours concentration of mind by removing unnecessary distractions. It promotes habits of tidiness and order, and inculcates in boys the feeling that it is a civic duty to treat with respect buildings and furniture which are corporate property devoted to the common good.

Curriculum of Higher Grade Schools usually Free from Complication.

A very marked feature in Higher Grade Schools which has contributed not a little to their success is the absence of complication in their curriculum. Nearly all of them take the course for Schools of Science, and, with an exception or two, they have nothing to do with the examinations of any examining bodies other than the Science and Art Department and the London and Victoria Universities. That the course for Schools of Science gives a satisfactory general education is proved by the fact that fifty-six scholars drawn from thirteen provincial Higher Grade Schools passed in the recent matriculation examination of the London University, of whom only twenty were below the first class. In addition to these fifty-six there would be many who had matriculated from Pupil Teachers' Centres and elsewhere within a year or so of leaving Higher Grade Schools. It may be assumed that every one of these scholars had been through the School of Science. In Grammar Schools the same simplicity of organisation does not prevail, and Grammar Schools which are Schools of Science appear to be worse in this respect than Grammar Schools which are Grammar Schools. On this subject Mr. T. B. Shaw, Senior Inspector, reports:—

> "In these schools . . . . (*i.e.*, Grammar Schools which are Schools of Science) . . . the working of the system is much impeded by the number of external examinations to which the students are subjected. . . . . The schools themselves attempt to establish their superiority, or their popularity, by the list of successes they can publish. . . . When it is considered that each examining body has a

different syllabus for the same subject, and that the students may be preparing for four or five such examinations, it will be seen that many difficulties are placed in the way of a school which wishes to give a continuous and harmonious course of instruction to students." (1)

Would it not be better for these Schools to drop the School of Science course, and to devote themselves, with no other interruptions than those mentioned above, to the true functions of a Secondary School, as defined in the Joint Memorandum, namely, "*the better securing of the well-trained and open mind traditionally recognised as the outcome of a liberal education, whether on classical or non-classical lines*"? (2) It is to be feared that if the present state of things continues some Grammar School Governors will find that by confusing the aims of Higher Primary and Secondary Education, they will have provided a hybrid type of schools giving an imitation, inferior without being cheap, of Higher Primary Education properly so called. (3) Isolated Grammar Schools in country districts may perhaps abandon with profit their traditional curriculum for that of a School of Science, but in a large town where there exist, side by side, a Grammar School and a Higher Grade School, it is important in the public interest that the Grammar School should keep to its traditional curriculum, otherwise parents have no choice of schools. I think, too, that in the long run town Grammar Schools will find it profitable to do so. In Halifax, for instance, where the Grammar School remains a Grammar School there are passed on to it from the Higher Grade School some dozen boys a year whose special abilities have become manifest as a result of their taking the fairly general course of the first or second year of the School of Science, and who can, with profit to themselves and with the minimum of dislocation to the Grammar School arrangements, be passed on to it to take a literary curriculum instead of the more scientific curriculum of the third and fourth years of the School of Science. If, however, the Grammar School were merely another School of Science, it would obviously be no gain, but a distinct loss, for these boys to change schools.

The Present System of Admission into Higher Grade Schools does not injuriously affect Elementary Schools.

In most Higher Grade Schools boys are admitted on giving evidence of having reached a certain standard in an ordinary Elementary School. It has been suggested that for this quasi

(1) *Science and Art Department Report*, 1899, *p.* 16. (2) *Joint Memorandum*, *Section* 50.
(3) *For a discussion of a similar question see "Considerations worth Weighing" (sec.* 11, *sub-sec. I.), by Dr. R. P. Scott.*

automatic system of admission a system of scholarships should be substituted, and admission should be refused to all who fall below a qualifying mark in the examination. The objections to this are that the present system works well, that many boys would fail in the scholarship examinations through no fault of their own, but because they come from schools less efficient than the average, and that it is desirable to expedite rather than to hinder the transference of such boys, who often develop into some of our best scholars. But the greatest advantage of the present system is that it does not in any way interfere with the ordinary working of the Elementary Schools as a scholarship system would. It has been found already in the London Board Schools* that the competition between schools for the obtaining of County Council Scholarships has not had a good influence. In the words of Lord Reay "it may affect injuriously the teaching in the school by deflecting the teachers' attention to the means of securing them (*i.e.*, scholarships) for their best pupils instead of giving their undivided attention to the work of the School."

Higher Grade Schools fit Boys to receive Technical Instruction.

Not only do Higher Grade Schools fit naturally on to Elementary Schools, but in an equally natural way, they pass boys forward from their upper classes to the day or evening Technical School. No complaint is more frequent or more sadly justified than that the boy who leaves an Elementary School at twelve or thirteen is usually a hopeless failure at evening Technical classes. He has neither the acquired knowledge nor the power of independent study which are required to enable him to follow the lectures. But the boy from the School of Science Department of a Higher Grade School has some acquaintance with mathematics, languages, science and drawing, he knows how to take notes, and above all he has learnt how to grapple with difficulties for himself, and has acquired the habit of study. Therefore he usually joins evening classes directly on leaving the Higher Grade School, and usually developes into a thoroughly good student. On this subject Captain Abney remarks:—

> "Students who have only stayed but two or even one year under training have frequently been induced to continue their Science instruction in the evening classes of Technical Institutes, many of which are well fitted to advance their Science Education. A student's severance from the School of Science is scarcely to be regretted under such circum-

* *See* (1) "*General Report by the Board Inspectors*," *London School Board*, 14*th July*, 1899, *sec.* 4; (2) *Chairman's Annual Statement*, *London School Board*, *October* 5*th*, 1899.

stances, since his own education is continued and he is likely to benefit the institution to which he is transferred." *

In the Halifax Higher Grade School I usually keep a list of the boys who have left school, with particulars as to the way in which they are continuing their education. This is a summary of my list this year. Similar records from other Higher Grade Schools would, I have no doubt, show similar results:—

Total number of boys who left School of Science in July, 1899	76
Of these there are:	
Attending the Halifax (Evening) Technical School	43
„ Heath Grammar School, Halifax ...	11
„ Other Day or Boarding Schools	4
„ Evening Technical Schools in other towns	5
„ Halifax Pupil Teachers' Centre	3
Under private tuition	2
Unable to attend Evening Schools for valid reasons	4
No information about	3
Not intending to continue education	1
Total	76

The Chief Defect of Higher Grade Schools.

The good features of Higher Grade Schools are, as I have shown, derived from the influence of the traditions of the Elementary School system. But the influence of these traditions has not been entirely for good, and certain prominent defects in Higher Grade Schools may be traced to them. Of these defects the undue size of the classes in the Elementary part of the school is perhaps the chief. In the School of Science the classes are of suitable size, but in the Elementary part of the school they are in some cases too large. A steady reduction in size is now going on, but in many cases where School Boards would gladly add to their staff, the construction of the class-rooms makes it impossible at present to divide a large class into two smaller ones.

Another serious defect in Higher Grade Schools is the inadequate payment of some of the assistant masters. This is, as I shall presently show, partly due to the uncertainty which School Boards have latterly felt about the future of Higher Grade Schools, but it is undoubtedly due in the main to the Elementary School tradition. Speaking generally, too many assistant masters in Higher Grade Schools find it impossible to live on their salaries, and are compelled to eke them out by undertaking evening work. The health and spirits of the teachers cannot permanently stand the strain thus put upon them, and in the long run they will either

* "*Report of the Science and Art Department*," 1899, *page VI.*

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break down or cease to teach as vigorously and thoroughly as they do now. It will, I think, be found that if the efficiency of Higher Grade Schools is to be maintained, salaries must be offered which will continue to attract competent assistant masters into our schools, and which will be large enough to maintain them in continued efficiency. It may not be amiss to add that efficiency cannot be maintained unless an assistant master has in addition to the necessities of existence (1) leisure to continue his studies, (2) the necessary books and tuition in these studies, (3) a house in a decent neighbourhood, (4) access to a good library, (5) at least one good holiday a year, (6) some surplus for saving. It is certain that many of our assistant masters are not paid salaries which will purchase all these requirements, and it is equally certain that the efficiency of Higher Grade Schools cannot be maintained if the assistant masters have to go without them.

A third defect arising from the traditions of Elementary education is that the holidays in Higher Grade Schools are too short. This works mischief in two ways. In the first place, on account of the necessity for giving a fair amount of home lessons the strain on the children is much more severe than it is in an Elementary School. Five or six weeks' absolute cessation from school work in the summer is a necessity, otherwise the scholars, many of whom, it must be remembered, are girls between twelve and fifteen, do not get sufficient rest for brain or body. It is frequently suggested that the difficulty should be met by lightening the home lessons, but this plan will not answer because, in the first place, the work prescribed could not be got through without them, and secondly, an important part of the benefit derived from attendance at a Higher Grade School is that the scholars acquire, by the doing of home lessons, the habit of study and the power of grappling with difficulties for themselves. Besides depriving the children of needful rest, the shortness of the holidays fails to give the teachers an adequate opportunity of maintaining their freshness. The staff need at least three weeks' absolute rest, after which another three weeks might be profitably devoted to a modern language course abroad, a course in science at South Kensington, or to private study of some kind or another. Nothing is more sure than that the efficiency of a school depends upon the teachers continuing to be students, and therefore a longer holiday than the usual three weeks or month at midsummer would be an excellent investment for the schools to make.

The Defects in Higher Grade Schools cannot well be remedied while School Boards are uncertain about the Future of these Schools.

The two most serious defects in Higher Grade Schools, namely, the large size of some of the classes and the inadequate

payment of some of the assistant masters, are partly due, as I have already pointed out, to the influence of the Elementary School tradition. The School Boards are now conscious of these defects and are steadily correcting them. Within the last two years, however, there has been a marked change in the attitude both of the Education Department and of the Science and Art Department towards Higher Grade Schools, and School Boards have been so hindered by the two Departments in attempting to form new schools of this type, and so harassed in the maintenance of some of the existing ones, that a feeling of uncertainty about the future of such schools has made them hesitate to incur the further annual expenditure which is necessary in order to reduce the size of the classes and to raise the salaries of the assistant teachers to the level required to maintain these teachers in efficiency.

Departmental Relations with Higher Grade Schools.

At this point it is necessary to state in outline what has been the policy of each of the two Departments towards Higher Grade Schools since the inception of the latter, premising that in speaking of Higher Grade Schools I refer to the limited number of Elementary Schools which provide a course of study extending over two, three, or four years beyond the standards of the Elementary Code, and not to the schools calling themselves Higher Grade Schools but differing very little, if at all, from the ordinary Elementary School, their sole distinctive feature being a superior social selectness.

The history of Departmental relations with Higher Grade Schools is not easy to trace, for these schools as such have never been recognised either in the Code of the Education Department or in the Directory of the Science and Art Department. Indeed, I am not aware that they are even so much as mentioned in either of these documents.

History of the Relations of the Education Department with Higher Grade Schools.

The history of the relations of the Education Department with these schools is to be traced mainly by means of the series of letters which have been written to different School Boards

(*a*) concerning the sanctioning of loans for specially equipped buildings.

(*b*) concerning the fees proposed to be charged.

Some of the more important of these letters have, from time to time, been published in the Press. Those which I have been able to collect contain a number of decisions not always strictly consequent, often in fact inconsistent with one another, which the Department has adopted in one or other of the widely varying

cases which have been submitted to it from different parts of the country.

As regards loans for buildings, the correspondence, if collected and collated, would show that up till recently the Education Department made no difficulty about passing the plans for Higher Grade Schools equipped with all the laboratories, lecture rooms, and other equipment necessary and specially provided for giving the instruction specified in the curriculum of a School of Science under the Science and Art Department. To prove that the loans were sanctioned I need quote no single letter, for the buildings, some of which were actually opened by the Secretary of the Education Department himself, are in existence and in use to-day; and that they were built specifically to work as Schools of Science under the Science and Art Department is clear from such letters as that of the Bolton School Board* (September 28th), 1894, to the Education Department, in response to which the sanction was given to the new buildings proposed. Moreover, in Circular No. 213 issued by the Education Department to School Boards in Wales (August 10th, 1882), School Boards are invited to open Higher Grade Schools, and are informed (sect. 8) that if such schools are in future established the Department will be prepared to sanction a loan for the building of school-premises containing one or more laboratories for practical instruction in chemistry or in other branches of physical science which may have a bearing on the industries of the district, and that because of the additional expense involved they will relax the rule limiting the amount of such loans to £10 per scholar accommodated. It will be noted that School Boards in Wales are under the same law as School Boards in England.

The correspondence relating to fees is of no interest *per se* for my present purpose, but in two of the letters on this subject there are passages which prove not merely that the Education Department was cognisant of the fact that the upper portions of these schools were to be so organised as to obtain grants from the Science and Art Department, but even that the Education Department itself suggested the adoption of this course. Thus in a letter to the Nottingham School Board† dated September 3rd, 1880, the Department suggested that a School Board might appropriately organise classes in connection with their Higher Grade Schools which might obtain the grants of the Science and Art Department, and in a letter to the Sheffield School Board, dated March 20th, 1880‡ a similar suggestion was made. It is worded as follows:—

* *For this information my thanks are due to the Clerk of the Bolton School Board.*

† *For the information I am indebted to Mr. Abel, the clerk to the Nottingham School Board.*

‡ *For a copy of this letter, see the "School Board Gazette," March, 1899.*

"It seems possible, if such a course should seem desirable, that a class of scholars might be organised in connection with this school who might obtain the Science Grants offered by the Science and Art Department, although they could obtain no grant from this Department."

History of the Relations of the Science and Art Department with Higher Grade Schools.

The history of the relations of the Science and Art Department with Higher Grade Schools is easier to trace. The main facts of the history are as follows:—

(*a*) The Department's Directory till 1896 contained this paragraph—"The object of the Grant is to promote instruction in Science, especially among the industrial classes," and a limit of social position and income was imposed by the Directory as a condition of receiving grants.

(*b*) With the above object in view, the Department have for many years paid grants for instruction in Science in Higher Grade Elementary Schools.

(*c*) Many of these Schools, for the better giving of this instruction, have formed their upper classes into what are known as "Schools of Science." Some of them, as for instance the schools at Swansea, Manchester, and Derby, did this only after considerable pressure had been put upon them by the Department to adopt this course.

(*d*) Having sometimes permitted, sometimes invited Higher Grade Schools to form their upper classes into Schools of Science, the Department has since 1895 required School Boards to furnish these schools with additional laboratory accommodation and other equipment, and to increase their staff as a condition of continuing to recognise these schools as eligible to receive the Department's Grants for Schools of Science.

(*e*) Acting on the direct instructions of the Department, the School Boards, at great expense, have provided the additional buildings, equipment, and staff required.

Such, in brief, is the history of the relations of the two Departments with Higher Grade Schools up to a year or two ago. It is clear that both Departments, though making no direct mention of Higher Grade Schools in the Code or in the Directory, not merely permitted, but encouraged, School Boards to maintain the upper portion of Higher Grade Schools as Schools of Science, and that the Education Department sanctioned loans for the erection of buildings suitably equipped for the work to be done in Schools of Science.

The present Hostile Attitude of both Departments.

During the last year or two, however, there has been a curious change in the attitude of both Departments. The Education

Department has made difficulties in several places, *e.g.*, Moss Side,* near Manchester, about the sanctioning of loans for the building and equipment of those parts of Higher Grade Schools required for the work of a School of Science; and the Science and Art Department, while prudently abstaining—at any rate since the fiasco of circular 354 (1897)—from any open attack on large and well established schools, has closed some existing Higher Grade Schools of Science, as, for instance, at Burnley (where this has been done in order to favour a Grammar School which has subsequently become a Science School itself), and has refused to allow several new Higher Grade Schools, as at Bristol and Tottenham, to open a School of Science section, although, with the sanction of the Education Department, they have avowedly been built and equipped for the purpose. The Bristol School was actually opened by the Secretary of the Education Department himself.

The Wood Green Case.

The case of the Wood Green School under the Tottenham School Board is extremely interesting and instructive. The Science and Art Department, in letters dated August 18th and September 8th, refuse to recognise the Wood Green Higher Grade School as a School of Science.† The grounds of this refusal, as stated by the Department are, in effect, as follows:—

(*a*) that a School of Science is unnecessary in the district.
(*b*) that it would be illegal for the Tottenham School Board to use the rates in supporting the proposed School of Science.

To these contentions it is replied in effect:—

(*a*) That if the school is unnecessary—which is denied—the Board should not have been allowed by the Education Department to incur the expense of erecting and equipping the building.

(*b*) That the Board has for several years been maintaining, out of the rates, a school at Bruce Grove, precisely similar to the one proposed, and that to this course no objection has ever been taken either by the Science and Art Department itself, or by the auditors of the Local Government Board.

It might have been added that the Department's own Directory states that:—

(*a*) Grants are intended to supplement and not to supersede local effort (section v.).

(*b*) Every Science and Art School or Class . . . . must have local support, either in the form of fees and subscriptions or of rates (section vi.).

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* *See* "*School Board Chronicle*," *Oct. 7th*, 1899.
† "*School Board Chronicle*," *Oct. 7th*, 1899.

(*c*) Gratuitous instruction is permitted where the School or Class is under the direct control of a local authority* (section vi.).

As the school in question was to give "gratuitous instruction" (as permitted under section vi.), it appears that the Department demand in their Directory that very support from the rates which in their letter of August 18th they declare to be illegal.

Whether the Science and Art Department is acting in this way upon its own initiative, or whether it is driven to this course by those enemies of the Higher Education of the industrial classes, who, working behind the scenes, have recently wrecked so many educational reforms, I do not know. Probably, however, the Department is acting under pressure, for it can scarcely enjoy being made ridiculous by having to condemn its own policy of the last twenty years. The Department is dabbling in questions of legality with a shiftiness which suggests that instead of applying for advice to the law officers of the Crown it has engaged the services of "Messrs. Dodson and Fogg." To justify itself completely, however, to get rid of the awkwardness of its own history, it will be driven at last to the traditional defence—it will have to prove an *alibi*.

Higher Grade Schools should be put on a more satisfactory Legal Footing, but must not be spoilt under pretence of being "Legalised."

It is clearly desirable in the interests of the efficient management of existing and future Higher Grade Schools that the law should so be amended that their legality, instead of being implied, as at present, should be explicitly stated. A proper and well-considered scheme should be drawn up under which School Boards should be given their choice of several types of curriculum, as, for instance, a School of Science curriculum, or some other curriculum, not lower in standard, suited to the educational requirements of the district; the schools should be unified instead of being allowed to consist of two sections under different Government Departments; a definite Government Grant should be paid for every scholar who completes the course of each year, and School Boards should be explicitly authorised instead of implicitly permitted, as at present, to spend money upon them from the rates.

The danger to be feared if such legislation were now adopted is, that an attempt would be made to wreck the existing Higher Grade Schools, either by degrading their curriculum or by reducing

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* *This rule first appeared in the* 1891 *Directory, obviously then it cannot have meant* ONLY *the Penny Rate of the Technical Instruction Authorities: the School Board Rate must have been also in view or the clause would have appeared in* 1890, *the first year after the Technical Instruction Act was passed.*

the grants which they at present receive. Certain prominent opponents of Higher Grade Schools have lately shown a benevolent anxiety to "legalise" them, but while we are duly grateful to these gentlemen *dona ferentibus*, we should prefer on the whole, if we are to be "legalised" at all, that the initiative in the matter were taken by the School Boards.

That our fears are not chimerical is proved by the fact that the scheme for Scotch Higher Grade Schools, which is being held up in many quarters as a model for imitation in England, does actually limit such schools to a curriculum inferior to ours and much too restricted in its scope, and provides for grants only about half as great as those which our schools at present need and receive. To show that the Scotch Scheme is unsuitable for our schools, it is only necessary to state that under its provisions pupils can take modern languages or science, but not both, and therefore if such a scheme were adopted in our schools we should be unable to give the mixed scientific and linguistic training which is found so suitable in many of our large towns, as well as unable to prepare our pupils for matriculation at London or Victoria, or for the entrance examination of the different University Colleges and higher Technical Schools to which many of them pass forward.

In so far as the Scotch Scheme gives a fixed grant for every scholar who completes the course of each year, provides a choice of curricula, and authorises, not merely implicitly as in England, but explicitly, the expenditure upon Higher Grade Schools of money from the rates, it is a good one; but these benefits are not worth purchasing at the expense of the degradation of our present curriculum, which is altogether superior to that prescribed for Scotch Higher Grade Schools, and the sacrifice of half our grants. It may be objected that the School Boards have power to make good any deficiency of grants. That is no reason why School Boards should consent to the misappropriation of public money which would result from the diversion of £40,000 a year from the object for which it was originally voted by Parliament, namely:—"To promote instruction in Science, especially among the industrial classes."

Doubtful Legality of Grants from Science and Art Department to Grammar School.

It is, under ordinary circumstances, no business of the School Boards to audit the accounts of the Science and Art Department, but when that Department, as at Burnley, closes the existing School of Science in a Higher Grade School to open one in the neighbouring Grammar School, at which the fees are £8 per year, then it becomes the duty of the School Boards to point out that in paying grants to schools which obviously from the amount of the fees cannot be attended mainly, or even to any considerable

extent, by the children of the industrial classes, the Department is breaking the spirit of the laws which govern it, and before 1896 was probably breaking the letter also. The table here given, which is extracted from this year's report of the Science and Art Department, is interesting as showing to what extent this diversion of public money is going on:—

School.	Number under Instruction.	Fees per annum.	Grants.		
			£	s.	d.
Bradford Grammar School ...	146	£16	708	4	1
Redcar Grammar School ...	60	9 gs.	153	15	6
Dame Owen's School, Islington	380	£6	1492	17	6
Wyggeston School, Leicester	240	£6 to £8	1103	17	1
High School, Stockton-on-Tees	45	9 gs. to 12 gs.	211	7	2

There are altogether 47 Grammar Schools with varying fees now recognised as Schools of Science.

It is characteristic of English Administration that though Higher Grade Schools have occupied for the last twenty years so prominent a position in educational politics, yet their existence is officially ignored by the two Departments which govern them, so completely ignored that their very names are not so much as mentioned in the two official handbooks, the Code and the Directory, and that the Office of Special Enquiries and Reports which has published elaborate and exhaustive accounts of the German Realschulen and the French Ecoles Primaires Superieures, has never yet published a similar account of the growth, history, and present condition of English Higher Grade Schools. Imagine the embarassment of the intelligent foreigner who should seek the real truth about Higher Grade Schools. Picture his state of mind after wading through the information concerning them—always interesting if not always accurate—so freely imparted by wrathful University Dons and by Head Masters, both lay and clerical, at various educational conferences of a more exalted nature than the present one, by omniscient secretaries of County Technical Education Committees—though here, perhaps, I ought to avoid offence by speaking in the singular—by the Joint Memorandum and the interesting commentary on it contained in Dr. Scott's "Considerations worth Weighing," by the report of the Secondary Education

Commission, and by the occasional mystifying deliverances of the noble President of the Committee of Council on Education.

Surely it is time that some attempt was made by the Departments responsible for their management to put these schools on a satisfactory footing. The schools are the inevitable outcome of the national system of Elementary Education. They represent the best elements of that national system because they contain the sons and daughters of those parents who are prepared to lengthen their children's school-life, not merely under compulsion, but voluntarily, and often at the expense of much self-sacrifice. To suppress them is impossible; to attempt to do so would be an act of almost criminal folly, so disastrous would it be to the State. Let the new Board of Education face the situation in a statesmanlike manner, and, recognising existing facts, let it formulate a definite policy with regard to Higher Grade Schools, forsaking, on the one hand, the guerilla warfare, the "sniping" as ineffective as it is irritating, which has lately been carried on against them, and, on the other hand, the inconsequent patching and tinkering at single schools, or groups of schools, which although well meant, is not unlikely to commit the Education Department—as in the case of the advice recently given to the London School Board by one of the Department's Inspectors, Mr. Helps—to an opinion and a policy of which the bearings and the consequence have not been fully considered.

I speak here for an Association which numbers among its members practically all the Head Masters of Schools which are at the same time Higher Grade Schools and Schools of Science, and I say on behalf of the Association that we have confidence both in the ability and the impartiality of the distinguished permanent officials who are now at the head of the Departments concerned, and that if these gentlemen were instructed to draw up a scheme for the proper management of Higher Grade Schools, and in doing so to seek, along with other aids, the co-operation of this Association and to utilize the knowledge and experience concerning Higher Grade Schools which its members possess, they would find that we are individually and collectively prepared to subordinate all other aims concerning our schools to one aim only —that Higher Grade Schools may be carried on in that way which shall best serve the public interest.

The Advantages of The Medical Inspection of Schools.

[*A Paper read at the Blackpool Health Congress, Sept.* 21-26, 1899.]

By Arnold W. W. Lea, M.D., B.S. Lond., F.R.C.S. Eng.

IT has long been known that school attendance is a great factor in the propagation of various infective and contagious disorders. Everyone is agreed that the association of a large number of children for many hours daily, in the limited space afforded even in our most modern school buildings, forms a very favourable medium for the diffusion of disease. Then, again, the health of children whilst attending school is likely to suffer in other ways. The general hygienic and sanitary arrangements are imperfect. Ventilation is often inadequate, and over-crowding is common. Children suffering from slight ailments are continually forced to attend school, and great hardship is often thereby occasioned.

These remarks are intended to apply mainly to the children attending our elementary Board and Voluntary Schools, and my object in opening this discussion is to point out the advantages which would accrue to the community if a system of medical supervision of the individual children were adopted.

Let us consider very briefly the relation of the more important infective diseases to school attendance. There is as yet little or no diminution in the amount of diphtheria in this country. In 1895 the deaths were 7,895, a number greater than in any year since 1864. The symptoms in many cases are mild, but it can fortunately be definitely diagnosed by bacteriological investigation. A child with this disease may continue to attend school, spreading infection by coughing and spitting, thus contaminating the books, desks, pencils, etc. This is specially dangerous in the infant department, owing to the close association of the children together. Diphtheria or croup is especially common and fatal in young children, who are often not attending school, but it is possible that some of these cases might be traced to school infection from other members of the family.

Scarlet fever is also a source of great danger. The disease may begin suddenly, making the child obviously unfit to attend school; on the other hand, it may be very mild, merely a slight

rash or sore throat being present, which can only be detected by careful medical examination, or a child may attend school whilst desquamating. It has been found that the number of cases of scarlet fever arising in children between the ages of three and thirteen years is much less during school vacation than at other times. Thus, in Boston, U.S.A., the cases arising each month were tabulated. The average number reported during the school months in one year was 2,779, in the holiday months 1,191 only, a decrease of 40 per cent.

Dr. Shirley Murphy noted an increase of cases after the children returned from their summer holidays amounting to 18.30 per cent. Dr. Whitelegge, in Nottingham, observed that the number of cases of scarlet fever reported on Wednesdays was always less than on other days of the week, and he rightly attributed this to the fact that the children were absent from school on Saturday and Sunday, the average incubation of scarlet fever being three days. Dr. Niven, of Manchester, who had devoted great attention to school infection, confirms these figures by his own observations (Report on the Health of City of Manchester, 1897, p. 26).

Measles is one of the most formidable infective diseases with which we have to deal. In Manchester, the mortality was 628 in 1897, and forty schools were closed for varying periods of time. In 1898 the mortality was 271, and twenty-four schools were closed. This closure of schools necessarily means great hindrance to educational work, and arguments have been brought forward against it, but closure appears to be absolutely necessary if the disease has obtained a firm hold. All figures show the overwhelming importance of the aggregation of children in schools as a factor in the spread of measles. The disease is infectious long before the rash comes out, but the child frequently continues to attend school. The early symptoms, however, could undoubtedly be generally recognised by a skilled medical observer.

Children are often compelled to attend school whilst their health is suffering in many other ways. Thus eye disease and strain is very common. Children have severe headaches, conjunctivitis, and squint, the result of refractive errors. Infective ophthalmia is also by no means rare. Great hardship is often thus inflicted upon the children by compulsory school attendance. Further, skin diseases, such as eczema, impetigo, ringworm, and others are common. I believe there to be no definite rule with regard to the attendance of cases of ring-worm. Some schoolmasters forbid affected children to attend, whilst others

allow the children to come to school. Pediculi and parasitic diseases are so common that in some schools over 70 per cent. of the children have been found to be infected. There is also a large amount of distress caused by children with early phthisis, chorea, epilepsy, etc., being forced to attend school.

The question of backward and feeble-minded children is also of great importance. In many cases the causes of the child's dulness may be removable, such as deafness, enlarged tonsils, adenoids, etc. In the worst cases some arrangements should be made for special tuition. The care of the children's teeth might well be considered as a matter requiring supervision. In Brussels, for many years, a dentist has been appointed to attend the public schools under the Health Authority, and great relief has thereby been afforded to the children. More careful supervision of the sanitary arrangements, the amount of ventilation, the temperature of the schoolrooms, is also very desirable. At present this is almost entirely in the hands of the schoolmaster, the control of the Health Authorities being very imperfect. Further, the amount of supervision which the Medical Officer of Health can exercise with regard to these points is at present by no means clearly defined.

It may very well be maintained that since the State has undertaken compulsory education, it is the duty of the State to see that the children are, as far as possible, protected from the danger of infection and contagion whilst attending school. This has been recognised in many countries, and in England attempts in this direction have been made, though we are as yet far behind some other nations in this respect.

It is, however, impossible that the schoolmaster or mistress should be able to recognise the signs of infective disorder with any degree of certainty. Further, under our present system it is much to the interest of the teacher that as many children as possible should attend school, and therefore we cannot expect that they should be anxiously on the look-out for early symptoms of disease, which would entail absence of the child from school.

In Liverpool, although the School Board as a whole has not taken any special action, certain of the schools have appointed a nurse to attend each morning and to examine any children who are thought to be ailing. If the nurse considers the symptoms to be suspicious, the child is sent home, and the parents notified accordingly. The principles of school inspection are thus acknowledged, but in practice the measures adopted are thoroughly inefficient.

Similar measures have also been adopted by Health Officers

all over the country. Some School Boards have even gone so far as to appoint a medical officer. Thus, Salford School Board has appointed a doctor as inspector of the schools. His duties are to examine the buildings with regard to light, air, sanitation, and general hygiene; to enquire into any epidemic, trace its origin, and check its progress; to supervise the health of the teachers, and to advise with regard to backward children. This is undoubtedly a step in the right direction, and should be widely followed. It is evident, however, that one man, even if he devote his whole time to it, cannot effectually supervise the individual health of many thousands of children.

In America this subject has attracted a large amount of attention, and a very complete system of medical inspection is carried on in several of the large towns, such as New York, Philadelphia, Boston, Chicago, etc.

The system adopted in Boston is briefly as follows:—The medical inspector visits the school each morning soon after the commencement of work. In a room set apart for his use he sees and examines all pupils whom the teachers have observed to be ill or complaining of any symptoms. Advice is given as to whether the child should continue to attend school or not. In the latter case, a note is sent to the parents giving the reason for sending the child home and advising as to the necessary steps to be taken. Advice is also given as to the date of return of children excluded owing to infectious disorder, and each child is inspected before re-entering the school. A record of all cases seen is kept. Daily and weekly reports are sent in to the Chief Inspector at the Health Office. Supervision of the hygienic and sanitary condition of the schools is also exercised and recommendations made when necessary. The city was divided into fifty districts, giving an average of four schools and 1,400 pupils to each inspector. Each physician is paid 200 dollars or £40 per annum, and visits the schools in his area daily. The total expense is thus £2,500 per annum.

In New York, an even more complete system of medical inspection is carried on, no less than 250 physicians being now employed. The time occupied by each of the inspectors is one hour to an hour and a half each school day. This systematic inspection has been found to be of the very greatest value. Thus, in New York, in three months, no less than 4,183 children were excluded out of 63,812 examined—that is 6 per cent. were suffering from infectious and parasitic diseases. Special care is taken in cases of suspected diphtheria. These cases are sent home and immediately visited by a "trained diagnostician," who makes a bacteriological investigation, and action is taken accordingly.

In Chicago, so much benefit was found to accrue from systematic inspection, that the Health Department has determined to continue the work to the fullest extent of its resources. During four months no fewer than 1,417 cases of diphtheria, and 307 cases of scarlet fever, were detected whilst attending school.

In Brussels a very excellent system of medical inspection under the Bureau of Hygiene has been adopted for many years. This includes, in addition, the administration of cod liver oil and tonic medicines to weakly children.

I would suggest that some such scheme of daily medical inspection of our Board Schools is urgently required in this country. I see among my out-patients at a large Children's Hospital, a number of children each week who continue to attend school whilst suffering from infectious and parasitic disease, from refractive errors, and many other affections. I am convinced that school infection plays a considerable part in spreading contagious diseases, and it is our duty to protect the children whilst attending school to the fullest extent possible. The rich and well-to-do have solved the question years ago. At all our great public schools a doctor is in daily attendance, and suspicious cases are at once isolated and investigated.

Daily medical inspection, whilst it would be of the greatest advantage, suffers from certain defects. In the first place, in all schemes so far adopted, reliance has to be placed on the school teachers in the first place to observe the cases of illness, and bring them before the Inspector. In practice, however, it is found to work well. School teachers and parents appreciate the interest taken in the children's health, and loyally aid the Inspectors in their work. Several objections have also been raised to this scheme.

1. That daily medical inspection is unnecessary. It is true that in large towns the Health Department exercises general supervision of the schools ; that all cases of infection (excluding measles and a few other diseases) are notified ; that schools are closed by the sanitary authority when thought advisable. These measures, though of great value, are inefficient. Wherever systematic medical inspection has been carried out, figures show that a large number of children are found to be suffering from various infectious disorders, and in the other ways which I have shortly indicated.

2. The expense incurred by the introduction of such a scheme deserves consideration, and a small increase of the school rate would be required to meet this. In New York, each inspector is paid £60 per annum, and the total sum expended for 150 inspectors is about £10,000 each year, although recently 100 additional

inspectors have been appointed owing to the enlarged boundaries of the city. It would be quite possible to appoint an inspector residing in each district who could inspect four schools daily and continue his private practice, as is adopted in Boston. The work would often be light, except in times of epidemics. The expense would be more than counterbalanced by the early detection of contagious disease, and the increased facility given for checking its spread. As a result a definite decrease of infectious disorders, with improvement in the general health of the children, might confidently be anticipated.

3. It is said that the duties of the medical inspector would clash with those of the school authorities, the Health Office, and with the private medical practitioner. It has been found, however, that this is not so, although tact and discretion on the part of the medical inspector is essential.

It is not for me to lay down the details of a scheme of daily medical inspection, but if the principle is acknowledged and acted upon, no difficulty will be found in carrying out some such system as I have described. It is of supreme importance that the medical inspector should strictly confine himself to his duties at the school. He sees the child and diagnoses the disease, if present, and decides as to the child's fitness or otherwise to continue its attendance. A report is made to the school authorities, and, in cases of infectious disease, to the Health Office. He does not give professional advice, and on no account should he continue to attend the children at their own homes, otherwise the system would be open to great abuse, and family practitioners would have great cause for dissatisfaction.

A scheme such as I have shortly put before you is by no means a panacea, but would, I feel sure, be of the greatest service to the community. It is working well in many places, and is in every way a practicable measure.

New Board School.

No. 2. The Liverpool Birchfield Road Board School.

THE accommodation provided in this School is for 1,700 children, made up of 560 infants and 1,140 mixed. The School and Class Rooms are grouped round a Central Hall, the infants being placed on the Ground Floor.

The Boys' and Girls' staircases at one end of the Central Hall lead to the First Floor, and the additional staircases are provided at the other end of the building, with direct egress into the playgrounds.

The whole of the interior wall facings will be plastered, with a dado of salt glazed bricks five feet high.

The Central Hall is lighted by a continuous skylight, nearly the whole length of the Hall, glazed with wire wove glass made by Messrs. Pilkington, of St. Helens.

The Bath and the Gymnasium, each with separate approaches for Boys and Girls, are placed on the Basement Floor.

The Assistant Teachers' rooms are on a Mezzanine Floor, over the Ground Floor Cloak Room. The Principal's room is close to the main entrance, and can be approached without passing through any other part of the School.

The Science Rooms, including Chemical and Physical Laboratories, and Science Lecture room, and the rooms for Domestic classes, are all on the Second Floor.

The ventilation and heating of the building are to be accomplished by the Plenum System, numerous and large ducts are being made for the conveyance of fresh warmed air and the extraction of vitiated air. The Boiler-house and Engineer's room are on the Basement Floor, and the fresh air is drawn in through an erection in the Girls' Playground, 30 feet away from the building.

One of the School Rooms for 90 mixed children, on the Ground Floor, has been specially adapted for use as a class-room for criticism lessons, for the students of the Edge Hill Training College, and is to be provided with 3 sets of 30 seats (of different sizes) for Infants, Junior and Senior Scholars respectively.

Appended is a list shewing the accommodation of this building on its different floors:—

Basement Floor.

Gymnasium. Bath. Boiler-house, &c.

Ground Floor.

School room for 132 infants.
„ „ 120 „
3 Class rooms for 66 infants.
2 „ „ 55 „
2 School rooms for 90 mixed children.
Principal's room.
Lavatories. Cloak rooms, &c.

Mezzanine Floor.

Assistant Masters' room.
Mistress' room.
Assistant Mistresses' room.
Pupil Teachers' room.
Lavatories, &c.

First Floor.

School room for 100 mixed children.
3 „ „ „ 90 „
6 Class rooms for 60 mixed children.
3 „ „ „ 50 „
2 Class rooms for 40 mixed children.

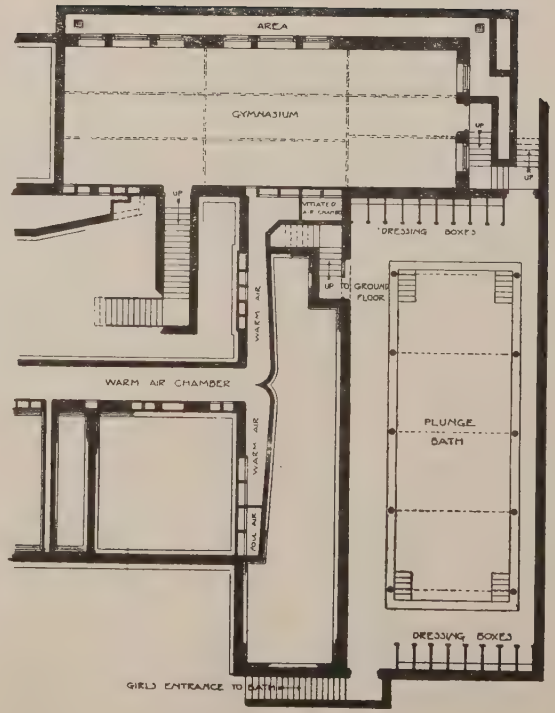
Second Floor.

Chemical Laboratory.
Preparation room.
Balance room.
Science Lecture room.
Physics Laboratory.
Dark room.
Science Master's room.
Laundry Class room.
Cooking Class room.
Store room.

WILLINK & THICKNESSE,
Architects,
14, Castle Street, Liverpool.

Plans of the various floors will be found on pages 384 to 387 inclusive.

SECOND FLOOR PLAN

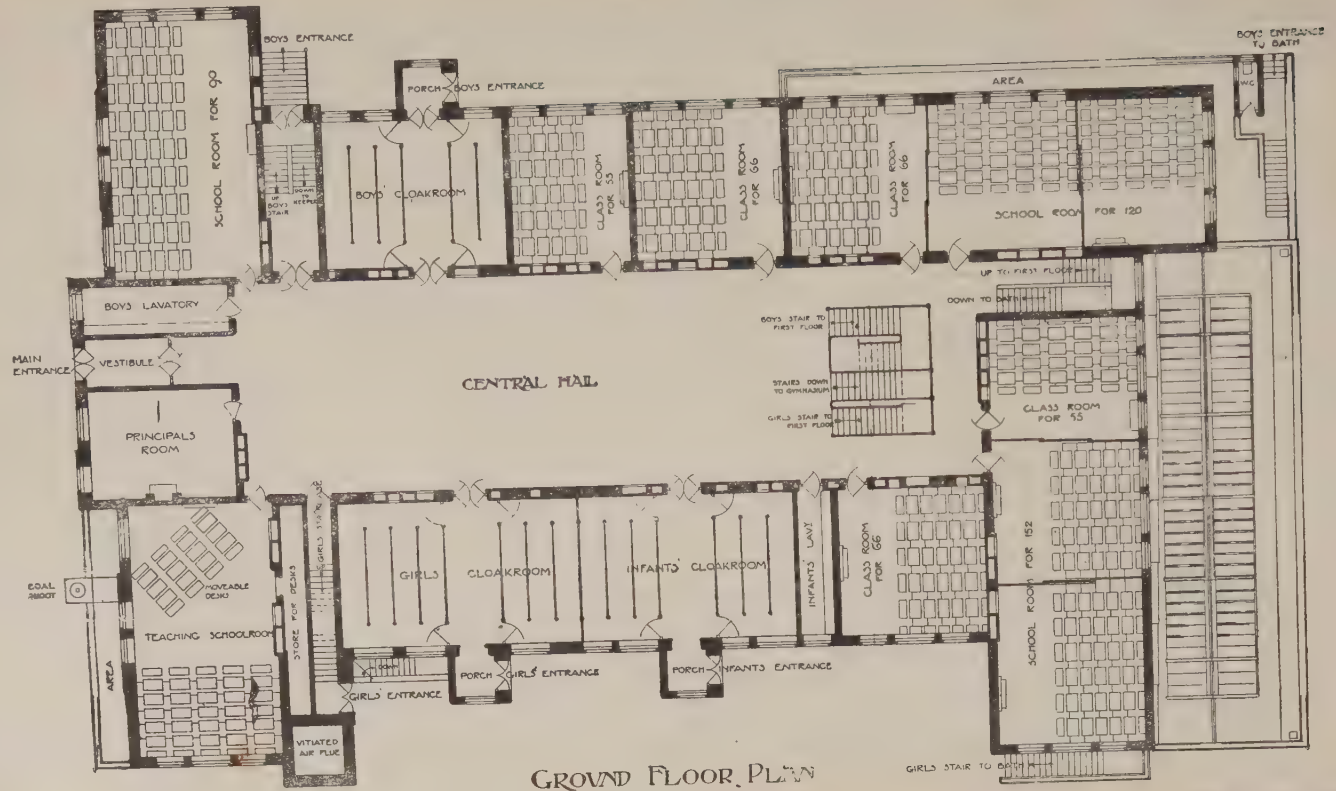


BASEMENT PLAN

SCALE OF FEET

FEET 0 5 10 20 30 40 50 60 70 80 90 100 FEET

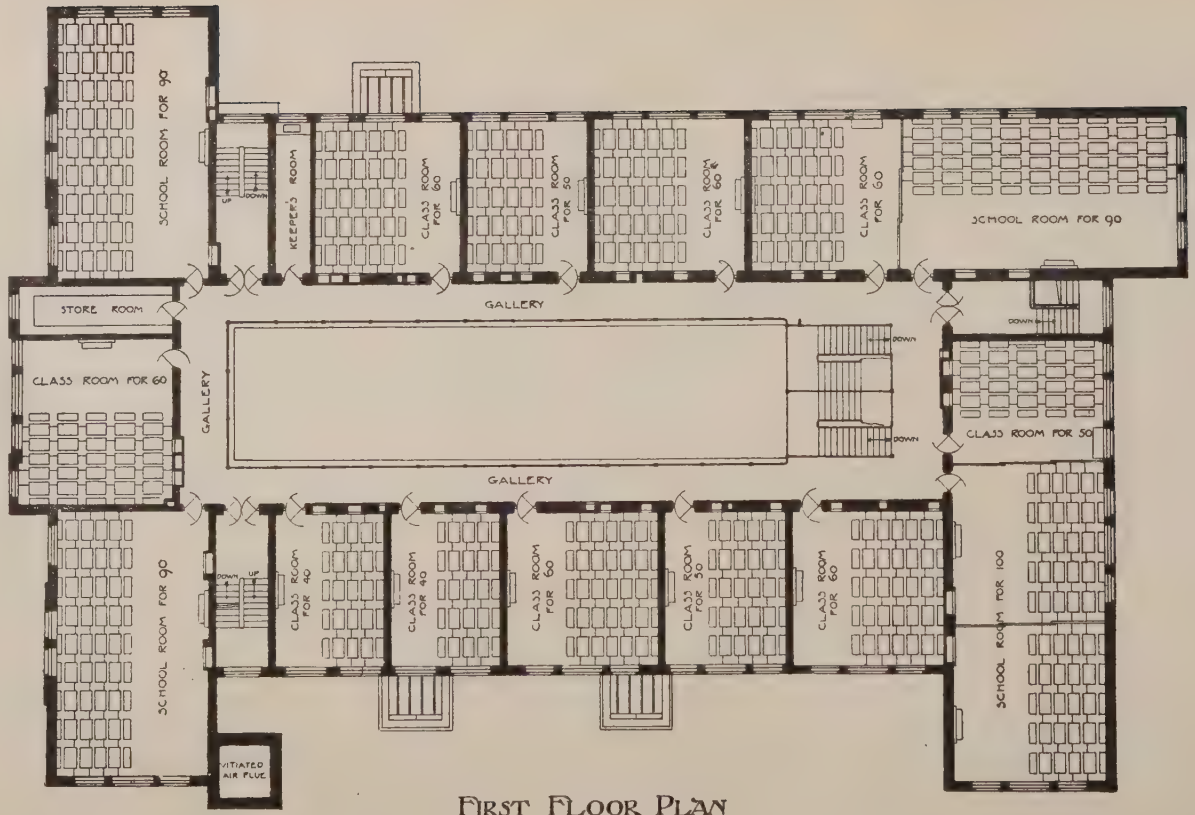
LIVERPOOL—BIRCHFIELD ROAD BOARD SCHOOL.



GROUND FLOOR PLAN

WILLINK AND THICKNESSE
ARCHITECTS : LIVERPOOL

LIVERPOOL—BIRCHFIELD ROAD BOARD SCHOOL.



FIRST FLOOR PLAN

SCALE OF FEET

FEET 10 5 0 10 20 30 40 50 60 70 80 90 100 FEET

WILLINK AND THICKNESSE
ARCHITECTS : LIVERPOOL

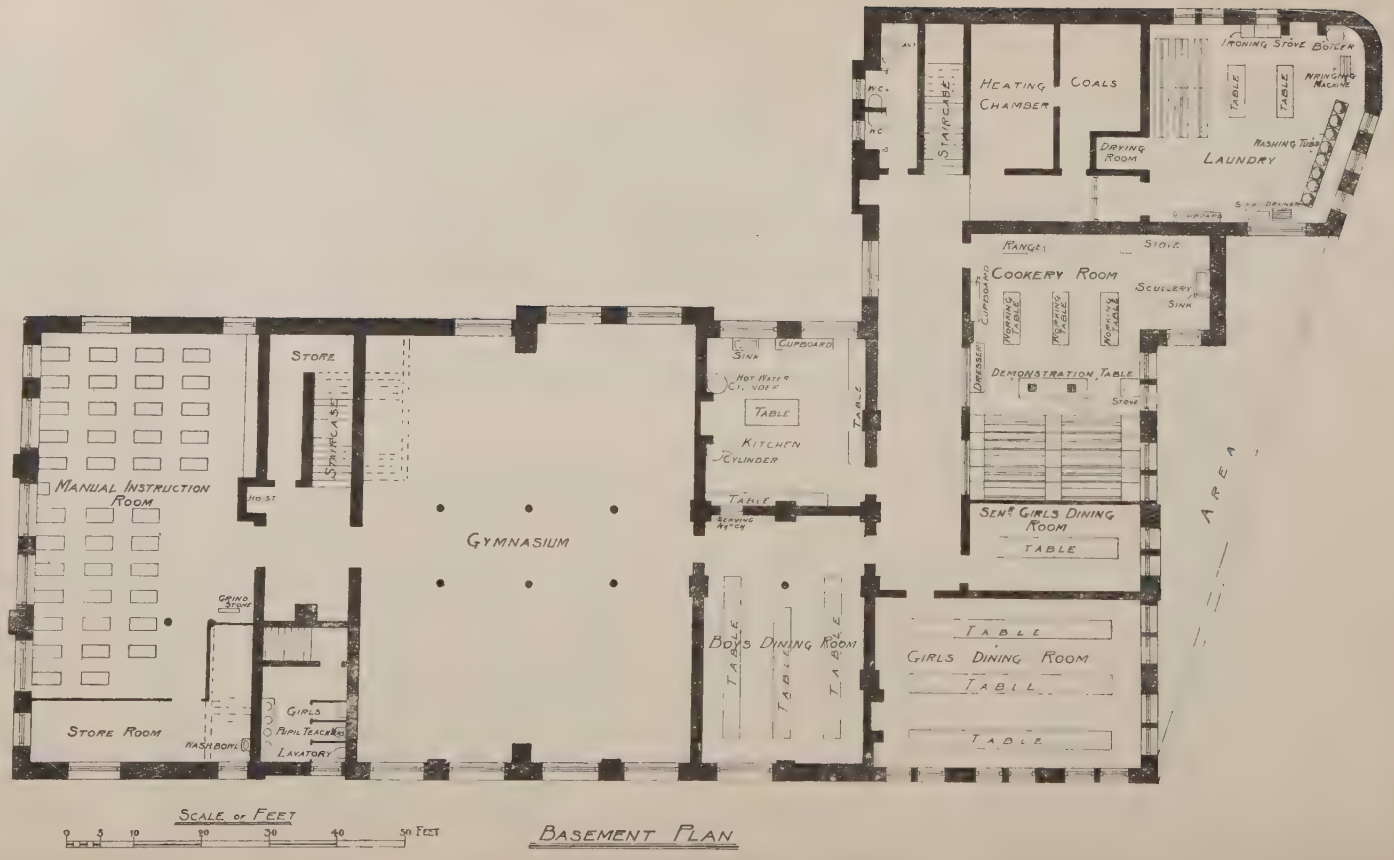
LIVERPOOL—BIRCHFIELD ROAD BOARD SCHOOL.

MEZZANINE FLOOR PLAN

SCALE OF FEET

FEET 0 10 20 30 40 50 60 70 80 90 100

LIVERPOOL—BIRCHFIELD ROAD BOARD SCHOOL.



BASEMENT PLAN

OF A HIGHER GRADE SCHOOL.

XI.—School Planning.

The Higher Grade School—*continued.*

In dealing with the various departments of a Higher Grade School so far as the planning arrangement and equipment of the various rooms are concerned, it has been thought best to take the example of a large school of the class and explain the details. Higher Grade Schools have in many cases to be placed for the convenience of the town in a central position, where land is expensive, and hence it arises that most higher grade schools are in two storeys, and that a large number have to go to greater heights.

The example we propose to take is a new school now in course of erection, which is being built of brick, relieved with terra-cotta. It is of fireproof construction, main girders of steel, also stanchions, &c., with steel joists filled in with concrete. All staircases, landings, &c., are of Yorkshire stone. The building is lighted throughout by electricity, gas being introduced into the chemical and physical laboratories for experimental work, and also into the cookery and laundry instruction rooms. The premises are warmed by low pressure hot-water pipes. The accommodation of the school provides for 1,450 pupils in the following departments:—

Boys (in Standards)	450
Girls (in Standards)	250
Pupils in School of Science	500
Additional Accommodation	250
Total accommodation	1,450

Basement—
Dining-room for Boys and Girls;
Rooms for teaching Cookery and Laundry Work;
Large Gymnasium;
Manual Instruction Room.

Ground Floor—
Central Hall (for girls in standards), 63 feet by 30 feet.
Class-rooms, Cloakrooms (for children), and Teachers' Rooms;
Additional accommodation.

First Floor—
Central Hall (80 feet by 40 feet) for use by boys in standards and the pupils of the Science School;
Class-rooms for Boys in standards;
Head Master's Room and Boys' Cloakrooms;
Library, &c.

SECOND FLOOR—
Central Hall (upper part);
Class-rooms;
Art Rooms;
Teachers' Rooms;
Cloak Rooms;
Caretaker's Residence in tower.

THIRD FLOOR—
Chemical Laboratories;
Physical Laboratories;
Lecture Theatres;
Machine Drawing-room;
Science Master's Room and Balance Room;
Science Library, Stores, &c.

The following is a statement of the floor space:

	Superficial Feet.
Class-rooms, Library, Book-rooms, and Art rooms	17,561
Halls	5,730
Manual Instruction Room	2,079
Cookery, Laundry, Dining-rooms, Gymnasium, Physical and Chemical Laboratories, Lecture and Balance Rooms, Store Rooms, &c.	14,046
Cloak Rooms	1,732
Corridors, Passages, and Landings	7,258
Teachers' Rooms	1,894
Caretaker's Quarters	1,068
	51,368
Additional Accommodation (Class-rooms, Teachers' Rooms, Cloak Room, and Landing)	1,659
Total superficial feet	53,027

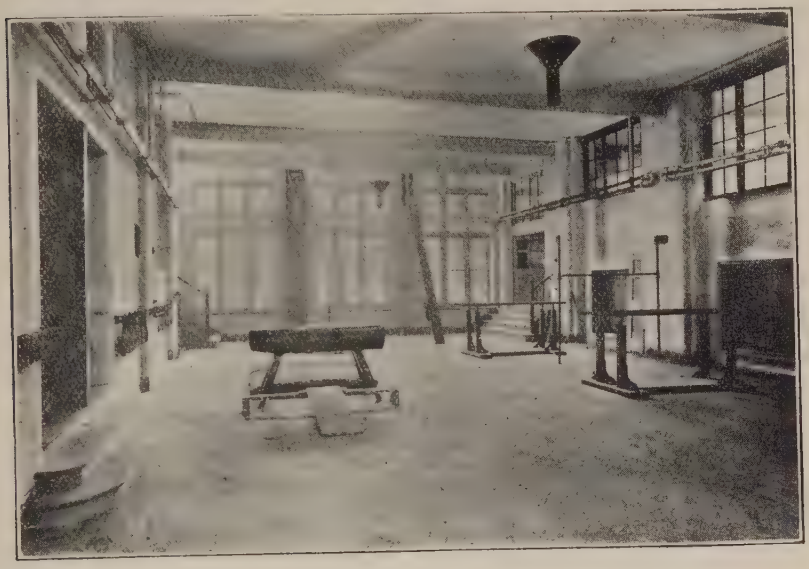
Following the order of the floors of the building, we will now proceed with a detailed account of the School:—

BASEMENT.—The accompanying sketch of the floor space in the basement of the school will give a clear explanation of the use of the floor. It should be premised that the height from the floor to the ceiling is fourteen feet, and that every part is well lighted, the top of the basement being some seven feet above the street and playground levels, and the windows placed in suitable areas where required.

GYMNASIUM.—This is a room 50 ft. by 63 ft., and sufficiently large to allow of adequate equipment. It should be noted, however, that when gymnasia are fitted with apparatus they should

be used only when the room is in charge of a duly-qualified instructor—accidents will arise if boys are allowed to play in the room and use the apparatus without supervision. Such a gymnasium, properly fitted up, would be of great use in connection with evening school work. For indoor drill such a room is indispensable.

As an instance, the following illustration is given of the gymnasium of the Bolton Higher Grade School:—



GYMNASIUM, BOLTON HIGHER GRADE SCHOOL.

MANUAL INSTRUCTION.—At the rear of the school is placed the manual instruction room—a well-lighted apartment to be fitted as shown on plans with single benches* for forty pupils, sufficient for two classes to be present at one time, and capable of giving instruction to six hundred boys during the year, provided the school time-table allows of manual instruction being given on the five schooldays, and that three classes are taken each day. A store-room is provided for timber, a long cupboard for worked examples, diagrams, &c. There is plenty of wall space for blackboards and racks for tools, &c. A wash-bowl, with roller-towel, should be fixed in the room.

DINING-ROOMS AND KITCHEN.—These are provided in the basement of the school now under description. They are intimately connected with the wise economy of the school. In the case of most higher grade schools children come from long distances, many travelling into town by train, and it is not

* In an Article on Manual Instruction, Vol. I., page 161, of *The School Board Gazette*, a full description of fittings and furniture is given, also an illustration of a suitable woodwork bench.

convenient for them to go home at noon for the mid-day meal, whilst it is most desirable that they should have warm food, and arrangements should be made for warming it at the school. When suitable arrangements can be made, there is no doubt that it contributes very much to the comfort and health of the pupils if plain dinners can be supplied for them when parents are willing to pay for the convenience. In a large school, where a number of children require to purchase dinners, each child could probably be supplied at a charge of, say, 4d. per day. Some variety might well be arranged for. The tickets should be offered for sale to the parents, and each morning the children requiring dinners should hand in, or deposit in a box provided for the purpose, a ticket giving particulars of the food required. Provision could then be made each day for all requiring dinners. Milk and cocoa should be on sale, and hot water provided—the latter, say, at a charge of ½d. per meal. There is no reason also why a "tuck shop" should not find its place in the school where light refreshments or sweetmeats might be on sale during certain hours. All this, of course, entails expense for food, fuel, attendance, &c., and the various charges must be so arranged that the expense shall be borne by those who use the dining-rooms. The arrangements for providing food would also be found of great use in connection with the evening schools held in the building. Many pupils attending for evening instruction cannot go home on leaving work, and it is well to meet their convenience in the provision of tea, &c., provided at a suitable charge. By such arrangements as are here described pupils, particularly those of the day schools, may be safeguarded from being obliged to rely on improper food to say nothing of the positive danger of buying ice-cream, &c., from itinerant street vendors whose comestibles not unfrequently abound with the germs of disease. It may be thought that perhaps this department of the school has been described with unnecessary detail, but it is undoubtedly one on which the prosperity of the institution may depend to a greater degree than might at first be realised. The dining-rooms should be plainly furnished, and the kitchen supplied with suitable apparatus for cooking and serving food, and for the supply of hot water. Racks and cupboards being supplied for the storage of crockery, &c.

COOKERY INSTRUCTION.—The furniture shown on the plan will be sufficiently explanatory. The demonstration table is shown with two squares of gas jets let into the top. They are cased in with tiles. Gas stoves are convenient for general teaching, but the use of the range should be taught—hence its provision. The working tables are best if movable. Boards on trestles answer all needs, and are easy to move and store at one side. The desks are arranged for fifty-four pupils, three working sets of eighteen

combined for demonstration by the teacher. The whole of the fittings should be plain and strong. The walls might well be lined with white tiles or white glazed bricks. Everything about a well-arranged cookery room should be bright and capable of being kept scrupulously clean.

As this room may well, with the adjoining laundry, be used for advanced instruction in the evening in connection with an evening school, or women's institute, the appointments should be rather in advance of those of an ordinary cookery centre. Advanced cookery instruction needs a larger range than is needed for classes for day school children, and it should also be borne in mind that even in the day school the girls attending a higher grade school will go up in age to at least sixteen, and require advanced instruction.

LAUNDRY INSTRUCTION.—The laundry adjoins the cookery room, but has no direct means of access from it. Steam, &c., arising from wringing, drying, and ironing clothes are best kept out of the room used for cookery lessons. The floor of the laundry room should be concreted and arranged for the carrying away of water, though with care, however, there need not be any great amount of water spilt. The room is provided with all that is necessary to teach the washing and "getting up" of linen, &c. The various appliances can be obtained from a laundry engineer. Special fixed tubs are supplied for washing, but here, as well as in the cookery-room, the appliances are such as may be found in an ordinary house. Anything in the way of machinery that is further advanced than a wringing machine or mangle, should find no place here.

A group of desks is provided for use by the pupils during the demonstrations. The limit to the number of pupils at a demonstration lesson is forty-two (three working sets of fourteen pupils each).

The Scheme for Scotch Higher Grade Schools.

[*From a Correspondent.*]

Preliminary Information.

IN order to understand the scheme for Scotch Higher Grade Schools either in its financial or its educational aspect it is necessary first to understand certain important differences between the English and the Scotch educational systems. Some of these differences are:—

I.—In Scotland, School Boards are universal and are not, as in England, confined to certain administrative areas.

II.—Many of the Secondary or so-called "Higher Class" Schools of Scotland are under the Management of School Boards who are empowered to give aid from the rates towards certain expenses of maintenance of these Schools. There are 31 such schools under School Boards. A list of them is given on page 262 of the Scotch Education Report, 1898-9. These schools are excluded from any share in the Government Grant for Elementary Education.

III.—In Scotland there are certain funds provided by the Treasury which are devoted to the support of Secondary Education. The following is a list of these funds:—

Fund.	Amount per Annum.	Remarks.
1. Residue Grant 1890 (Whiskey money).	Dependent on discretion of County and Boro' Councils	In Scotland not nearly so large a proportion of this is devoted to Educational purposes, as in England.
2. "Equivalent" Grant for Free Education which already existed in Scotland. 1892.	£60,000	Distributed by County Committees elected *ad hoc* among all schools giving secondary education. Many Board Schools share in the grant in respect of their upper departments. For particulars see Scotch Education Report, page li. *et seq.*
3. The Science and Art Vote.	£15,053	Grants to 11 Schools of Science of which only 3 are Departments of Elementary Schools, and to Science and Art Classes forming part of the curriculum of 41 Secondary Schools.

Fund.	Amount per Annum.	Remarks.
4. Grant of 1898. An "Equivalent" Grant Local Taxation Account (Scotland) Act.	£35,000	Assigned exclusively to the 31 Public Higher Class Schools mentioned on page 256 of the Scotch Education Report by a trick resembling the notorious "clause VII." although the Scotch M.P.'s almost unanimously wished it to be distributed like grant No. 2 above.

Of the above grants Scotch Higher Grade Schools receive substantial support from the 1892 grant of £60,000. They may receive aid from the whiskey money, but seldom, if ever, do receive it. They are excluded from receiving aid from the Science and Art Vote, and from the 1898 grant of £35,000.

GRANTS TO HIGHER GRADE SCHOOLS.

Nature of Grant.	Remarks.	Amount.
1. Higher Grade School Grant (paid on average attendance).	Pupils, to be eligible for this grant, must have obtained the Merit Certificate: that is, they must have passed (at least) an individual examination in Reading, Writing, and Arithmetic, in Standard VI. (Scotch Code). There is no Standard VII.	£2 10s. on 1st year pupils. £3 10s. on 2nd year pupils. £4 10s. on 4th year pupils.
2. Grant on practical work in Science (paid on individual attendances of which a special register must be kept).	Unless this practical work is taken in addition to, and outside of, 25 hours' work per week devoted to other subjects grants for it will be reduced to ¾d. per hour.	1½d. per hour per pupil.
3. Grant on Manual Instruction, Cookery or Kindred subjects (paid as for grant 2).	The same restriction applies as for grant 2.	1d. per hour per pupil.
4. Fee grant (paid on average attendance).	This grant is higher than the fee grant in England.	12s.

Grants 1, 2, and 3 may be increased by 10 per cent. for special excellence, or diminished by 10 per cent. in cases where the work is bad.

Estimated amount which would be earned in grants by an average boy in the *1st year's course.*

Grant 1... ...	Average attendance, 90 per cent. of possible attendances	£2 5s.
,, 2... ...	Allowing 80 hours per annum*	10s.
,, 3... ...	Allowing 120 ,, ,, *	10s.
,, 4... ...	Fee grant, say	11s.
	Total	£3 16s.

It appears then that the average grant to be earned by a Higher Grade School under the Scotch Code would be about £3 16s. per head on a boy in the 1st year's course, under favourable conditions. The additional grant paid on 2nd and 3rd year boys might bring this up to £4 or more for the whole school. For convenience sake I will assume in the remainder of this article that the Education Department grant for such a school amounts to £4 per head.

It is now necessary to point out however that the 17/6 limit still applies in Scotland, and is extended by the Scotch Code to Higher Grade Schools† although it was promised in circular 221 (1898), by which Scotch Higher Grade Schools were brought into existence, that Higher Grade Schools should be exempt from this limit (circular 221, section 7, last clause). This means that grants (1) (2) and (3) of the above table will not be paid (beyond 17/6 per unit of average attendance) unless an equal sum be raised from other sources. The only other sources open are

(1). The fee grant.
(2). Contributions from:—
  (*a*) The £60,000 of 1892.
  (*b*) The Whiskey money.
(3). School Board Rates.
(4). Fees.

Probably, however, there will be no real difficulty, for, as I have previously pointed out, Elementary Schools are already receiving from the £60,000 grant of 1892 substantial contributions in respect of the work they do beyond Standard VI. Thus six Board Schools in Glasgow receive £1,950 among them, certain Board Schools in Govan receive amounts varying from £190 to £390 each, a Leith Board School receives £300, and so on.‡

Apart then from any help from School Board rates, we may assume that from imperial sources a Scotch Higher Grade School

* This assumes that these lessons are additional to 25 hours per week devoted to other subjects.
† Article 32, line 2, words "and Chapter IX."
‡ For full particulars see Scotch Education Report, page li. *et seq.*

receives £4 per head, and that this is supplemented by a grant from the County Committee, varying with the locality, but amounting in a number of cases to £2 to £3 per head. It is probably, therefore, a fair estimate to state that in a Scotch Higher Grade School the School Board will receive from various sources a total grant of at least £6 per head on all scholars in that part of the school above Standard VI.

Should English Higher Grade Schools ask for a similar Scheme?

Latterly a good many suggestions have been made that English Higher Grade Schools might profitably be re-organised on a similar scheme to the Scotch scheme.

The only advantage of such re-organisation would be, so far as I can see, that quibbles raised about the legality of Schools of Science in Higher Grade Schools might possibly cease.

The disadvantages of the re-organisation, apart altogether from questions of curriculum, would be—

I. The income of the School would fall from some £6 per head—its present average amount—to about £3 5s.; for it would be difficult to work 30 hours per week in English Schools.

II. There would be in England no grant corresponding to the 1892 equivalent grant. The Whiskey money is already allocated in England, and there is no more of it to spare.

III. The Boards would have to make up the loss of income out of the rates. They would frequently hesitate to raise the large sums required to do this, and would probably economise by reducing the staffs of the schools.

IV. By adopting the Scotch scheme, the Boards would lend their assistance to the attempt which appears to be now going on to divert the Science and Art Vote from its proper purpose, namely, "to promote instruction in Science, especially among the industrial classes," to the support of secondary schools with comparatively high fees.

Curriculum of Scotch Higher Grade Schools.

The provisions with regard to curriculum are somewhat vague. They may be briefly summarised as follows:—

Schools may take their choice of the following courses:—Science, Commercial, Special Course for Girls. The same school may take more than one course, provided that separate teachers are provided for the different

courses. In those subjects in which two courses are alike, scholars taking independent courses may be taught together under certain limitations as to size of classes. Also, where two different courses are taken in the same school, the first year's course may be identical for both courses. Certain specifications are made, some in the Code, some in circular 221, as to the amount of time to be devoted to each subject. Some of these specifications are obligatory, others are mere suggestions. As the Science Course is that which compares most nearly with the condition of things in English Higher Grade Schools, I give it at length.

CURRICULUM OF A SCOTCH HIGHER GRADE SCIENCE SCHOOL.

(As laid down in the Code and in circular 221, 1898.)

Subject.	1st year.	2nd Year.	3rd Year.
Experimental Science, in which half of the time must be devoted to practical work in the laboratory.	At least 4 hrs.	At least 8 hours.	At least 10 hours.
Mathematics, including Arithmetic, Algebra, Geometry, Mensuration, and Trigonometry.	At least 4 hrs.		
English History and Literature.	About 6 hrs.	About 6 hours.	
Geography.	About 2 hrs.		
Manual Instruction.	At least 3 hrs.		
Drawing.	At least 2 hrs.		
Physical Exercises	Not stated: say 1 hr.	compulsory.	compulsory.
Singing.	Not stated: say 1 hr.	compulsory.	compulsory.
One Modern Language.	Optional.	Where blanks occur no specification is made.	
Book-keeping, Shorthand, Typewriting, or Cookery, &c.	Optional.		

NOTES.

(*a*) In practical Science work, only 18 boys may be taught by one teacher.

(*b*) Four hours is absurdly inadequate for the Mathematics required. The work could not be done under six hours.

(*c*) It is nonsense to take singing with boys of this age. Their voices are breaking.

(*d*) On the whole, the curriculum is that of an English School of Science. What alterations have been made are such as tend to spoil the School of Science Course, *e.g.*, the making of one modern language compulsory instead of optional.

(*e*) The requirement noted under (*a*) will result in the Scotch scheme being quite as expensive as the English scheme.

Instructions to Inspectors.

DEPARTMENT OF SCIENCE AND ART OF THE COMMITTEE OF COUNCIL ON EDUCATION, LONDON, S.W.

I. Instructions as to manner of Dealing with Time Tables, Schedules, Committee Forms, and other Registered Documents.

Time Tables.

SCHOOLS will be required to furnish, for use of Inspectors, a duplicate copy of the school time-table.

This copy will be sent by the School to the Department, and will then be forwarded at once to the District Inspector. The Department will instruct the School to forward a notice of all changes made in the time-table during the Session direct to the Inspector. The name and address of the Inspector will be supplied to the School for this purpose. Inspectors are responsible that the arrangements proposed in the school time-table, both as regards Science and Art Instruction, are in accordance with the rules of the Directory.

On receipt of a letter notifying changes the Inspector will, if they are in order, note the changes and forward the letter at once to the Department. If they are not in order, he will communicate with the School.

The following points should be looked to immediately on receipt of a new or amended time-table:—

(i.) That all lessons (except in Practical Science, when each lesson must be of an hour and a half's duration) are of one hour's duration, or, if of less than one hour's duration, have been specially sanctioned by the Department for the current session.

(ii.) That simultaneous instruction by the same teacher is not given in two or more subjects, or in the Elementary and Advanced stages of one subject, without special permission from the Department having been granted.

(iii.) That the Students in Sub. V. 1, 2, 3, are given instruction in at least one other subject of Science, or, if not, that there are special circumstances justifying the exceptional allowance of a class in V. 1, 2, 3 only, and that such allowance has been granted.

(iv.) That there is a sufficient interval between classes to allow for change of students and for arrangement of apparatus.

(v.) That in Schools of Art, day as well as night classes are shown, and that the night class meets for two hours at

each meeting, at least three times a week, and for forty weeks. A branch class of a School of Art must have a night class.

(vi.) That if Practical Science subjects are taken, the school possesses properly equipped Laboratories large enough for the number of students under instruction. New Laboratories should be visited and reported on early in the session.

Any infringement of regulations which the Inspector is unable to rectify should be reported at once to the Department.

thod of aling with cial Papers.

All routine work, such as diaries, travelling claims, reports which involve no matters of special interest or exceptional treatment, registered papers sent for the Inspector to see or note, and similar documents, are to be initialed and returned to the office without endorsement to any particular person. All other official or semi-official communications should be sent through the Senior Inspector of the Division, or, in special cases, to the Chief Senior Inspector.

II. Inspectors' Reports.

pectors' orts.

It is desired that as far as possible the Inspectors' general reports on Schools should be sent verbatim to the Committees of the Schools, and to the Local Authority aiding the Schools.

Advice as to methods of instruction should be given verbally to teachers, and defects in the method only reported if it is considered desirable that the Committee should take notice of the teacher's incapacity.

It may occur that some remarks should be addressed to the Local Authority and not to the Committee, or *vice versa;* in such cases the Inspector should note, in the margin, to whom he desires that the remarks should be sent—thus "Local Authority only," or "Committee only."

cal Aid.

The Inspector is requested, when inspecting Schools, to state on his report in each case whether the School is aided, or not, by the Local Authority, and in the case of a new school to ascertain if the school is endowed. The amount of such endowment should be ascertained.

ficiencies Apparatus.

If any deficiencies in the supply of apparatus are noticed, the Inspector should specify in his report the additional articles which in his opinion are required to render the teaching efficient, in order that the Department may call upon the Managers to provide them at once.

It will be convenient, besides a general report, that the Inspectors should report on the efficiency of a School under four headings. The first should include the school buildings, classrooms and laboratories, the second the equipment and apparatus, and the third the method of appointment, of remuneration, and the

sufficiency in number of the teaching staff. The fourth heading should include the efficiency of the teacher and his method.

III. Science and Art Classes.

Concurrent Instruction (Science).

The recommendation to allow concurrent instruction in the Elementary and Advanced Stages of any subject of Science (Theory) should only be given:—

(1) When the total numbers are not too large.

(2) Where not more than five students are in the Advanced Stage of an Elementary Class.

(3) When some extra time is given beyond the compulsory hour.

In subjects I., II., III., IV., where the classes are generally of two hours' duration, concurrent instruction may, as a rule, be allowed, subject to (1) above.

In practical subjects concurrent instruction may generally be allowed, and this allowance may be extended to concurrent instruction in different allied subjects under the same teacher, such as Xp. and XIp., VIIIp. and IXp., and II. and III., provided the number of students is very small (not more than five each).

Concurrent instruction in V. 1, 2, 3, and V. 4, 5, and V. 6, 7, may be allowed where some special time beyond the minimum is given, as in the Elementary and Advanced Stages of other subjects.

Concurrent Instruction (Art).

The plan laid down for marking the Art Registers admits of simultaneous instruction being given in the subjects of a Group. There is no rule against simultaneous instruction in all the Groups, but it is evident that such instruction under one teacher in certain subjects of oral instruction of Groups could not be satisfactory if carried on at the same time with teaching of Painting, Modelling, &c.

As a general rule, the suitability and convenience of simultaneous instruction in all branches of Drawing or Painting or Modelling would be governed and restricted by the number of students and the accommodation provided for them. A Master can probably conveniently pass from a student doing Freehand to one who is Painting Still-Life, and from one who is Drawing from the Antique to one who is engaged upon an Architectural subject. But he could not do this if he was at the same time engaged in giving a lecture on Principles of Design or Anatomy. The change in the method of making grants is not intended to considerably and invariably interfere with arrangements for instruction which the teacher has hitherto been in the habit of making. In very small schools such simultaneous instruction may prevail to a greater extent than in very large ones. It is not intended under the

"Attendance Grant" payment to withdraw from Art Schools and Classes the liberty hitherto enjoyed in this respect.

Science Drawing subjects may be allowed to be taught simultaneously with Art subjects when the Inspector recommends it, but in no case can the teaching of Geometrical Drawing and Science Subject I. be allowed together.

Provisional registration of students in an Advanced Class who have not passed the Elementary Stage should be allowed whenever a fairly reasonable ground can be given for it. The names of such students should be entered below those of the qualified students with a few blank lines between. In cases where the adoption of this system would require a register to be re-written, the Inspector should mark with a red ink star, or underline in red ink the provisionally registered names, and make a note of the fact in the register. The registration of large numbers of Advanced students who have not passed in the Elementary Stage, e.g., of teachers or pupil teachers in XIV., XVII., XXIII., or XXV., or of school children, should be made the subject of a special report to the Department.

The same provisions apply to the registration in Art Groups II., III., IV., of students who have not passed the qualifying subjects of Group I.

It is essential that instruction in Practical Subjects should in all cases be accompanied by class-teaching in the theoretical work which this subject is intended to supplement, and classes in practical work alone should not be accepted. The Inspector should devote a considerable amount of time to the inspection of such classes, especially in cases where at present no practical examination is held. He should assure himself that there is a definite syllabus of work, and that the syllabus is sufficient in amount, and closely related to the class teaching. When inspecting Schools at which instruction in Practical Physics is given under the Department, the Inspector is requested to specially examine the syllabus of the subject, drawing a distinction between Science and Technology.

For example, the observation of physical phenomena and the measurements of physical quantities would be regarded as Science, but when this is narrowed down to a commercial end, such as the jointing of a telegraph cable, the testing of telegraph insulators, the manipulation of a telegraph instrument, or the art of electro-plating, such work will come under the head of Technology.

Teachers should be informed that attendances made by students in Technology must not be recorded on the Department's registers.

The payment at evening rate of day attendances may be recommended in the following cases:—

Saturday morning classes for teachers.
" " " pupil teachers.

Day classes for Telegraphists, Miners, or others working on Night Shifts.

It should be reported if these classes are attended by students other than those for whom they are intended (as the evening rates of pay may then be inapplicable).

P.T. Classes.

Special attention should be given to classes for teachers and pupil teachers, and to the efficiency of the teaching. The recommendation of any concession possible under the rules of the Directory should only be made where the instruction is fully illustrated by experiments, and where the pupils perform some of the experiments themselves, especially in Physiography. No concession can be made to these classes unless practical instruction is given in at least one subject of science in which instruction in theory is also given.

Evening Continuation School Scholars.

It should be noted that by the rules of the Directory scholars on the registers of an Evening Continuation School under the Education Department cannot be retained on the register of a School of Science. They must be removed from one or the other. A list should be obtained of names of such students.

Schools of Art and Art Classes.

The Inspector in charge of the district will give his award on all the schools in his district in ordinary course, under the four heads already enumerated. His award in the case of Schools of Art can, if necessary, subsequently be revised by that of one of the Technical Inspectors specially appointed to report on such schools.

The Technical Inspector will in all cases inform the Inspector in charge of the district of the date of his visit, so that the latter may arrange to accompany him whenever such joint visits appear desirable.

IV. Schools of Science.

Time Tables.

A complete list of the Schools of Science in each district will be furnished to the Inspector as soon as possible after the commencement of the School Year. The School time-tables will be retained in the Office for preliminary examination as to purely administrative points (such as the qualifications of teachers and obvious deviations from the regulations). The time-tables will then be referred to the Inspector to take action as to the subjects, length of hours, etc., he, where necessary, reporting to the Department.

The Inspector is requested to look carefully over these time-tables. If any serious deviation from the regulations is discovered, the time-table should be at once returned to the Department with the Inspector's remarks thereon, so that a communication may be sent to the school.

If, however, the time-table complies generally with the regulations, even though in the Inspector's opinion certain changes in

minor details may be desirable, the time-table should be retained by the Inspector for use in his visits to the school.

It should be remembered that the subjects in the Elementary Course of a School of Science are not necessarily the Elementary Stages of the numbered subjects of the Directory, e.g., Practical Chemistry need not be identical with XpE. Subject to the approval of the Inspector, schools may frame special syllabuses to suit their own students. The students in the Elementary Course are not to be sent in for the Annual Science Examinations under the Department.

In cases where the Advanced Course of the School of Science is spread over the two years, the subjects laid down in the Directory must be strictly adhered to; but in schools where the Advanced Course is completed in one year, and the remaining (4th) year is merely supplementary, the course followed may vary within wide limits upon the recommendation of the Inspector.

Although no School of Science will, as a rule, be recognised where the whole of the course of instruction is not given in one building, yet this will not be interpreted to exclude the giving of Manual Instruction at some centre, apart from the school, when a suitable workshop cannot be provided on the school building.

The Inspector will be informed as soon as an application for a new School of Science is received. Its time-table will be held in suspense, and no official action will be taken until the Inspector reports on the desirability or otherwise of its recognition.

It must be understood that Inspectors are not tied down to any one method of inspection, but that any directions here given may be modified at their discretion, with the concurrence of the Senior Inspector of the Division, to meet the case of any particular school.

Resort to written examination should be infrequent, and in no case should such examination be allowed to take the place of *viva voce* examination by the teacher or by the Inspector.

Frequent visits during the session with careful study of the teaching power of the staff and occasional questioning on the work in progress, coupled with inspection of note books, will enable the Inspector to form a general judgment of the value of the school work.

Every teacher on the staff of a School of Science should have some time during the school hours in which he has no class, and which can be devoted to revision of notes, preparation of experiments, and similar duties. For those solely engaged in teaching experimental science five hours per week constitutes a fair proportion of such time.

The final inspection of a School of Science should, as a general rule, be made by two or more Inspectors conjointly. Two days will in most cases be then sufficient to assess the value of the

instruction in all subjects, even in large schools, and the time may be reduced when the school is small, and when frequent visits have been paid by the Inspector during the session.

Practical Work.

For the inspection in Practical Chemistry the Inspectors may bring with them some substances which the students should be instructed to treat in a particular manner, such as to measure and test evolved gas or solubility, &c. Some of the students may be given repetitions of exercises they have performed during the year. All should have to write out carefully the processes they adopt, the observations they make, and the deductions they draw.

For the inspection in Practical Physics the Inspectors may bring objects for measurement, &c., and also give students repetitions of exercises which they had previously performed.

The students should be carefully observed during their work, they should be questioned by the Inspectors, and their Laboratory note books should be inspected. It should be particularly noted if these books have been properly corrected, and if the work gives evidence of dictation.

In reporting on the efficiency of the Laboratory the fixed plant, lighting, ventilation, and general arrangement should be considered.

In reporting on the efficiency of Equipment the general supply of Apparatus must be taken into account.

The general efficiency of Practical Instruction should be judged by

(1) The Inspector's opinion formed from preliminary inspections.

(2) The Laboratory note-books.

(3) The Teacher's method of giving instruction; and

(4) The Results obtained by students at the final inspection.

Unless a teacher has sufficient time for correcting exercises and preparing work, any grant recommended will be reduced.

Literary and Other Subjec

The Inspector should take a class or portion of a class and question them on part of the work done during the session, or he may ask the teacher to do this in his presence.

He may, however, set questions on any subject to which written answers may be required, or in mathematical and literary subjects he may take into consideration the success of the class at any public examination recognised by the Department.

Manual Instruction.

Work in wood or metal to secure the excellent award should be considered in relation to the previous career of the boys. Thus the School of Science boys who have come from an Elementary school in which manual instruction is given in Standards V., VI., or VII., should as a rule be required, for the excellent grant, to do more advanced work during the School of Science course than students in Grammar Schools taking manual instruction for the first time.

To secure the excellent grant in Cookery, girls should understand the reasons of the processes adopted in cooking, and have acquired something beyond mere manual dexterity.

In Needlework it has been found best to require dress cutting or the cutting out and shaping of garments, other than those prescribed in the Code of the Education Department for the Elementary Schools.

V. Arrangements for Visits and Inspections.

When visits are being arranged to schools and classes under a local organization, entrusted with powers under Clause VII., it will be advisable, as often as possible, to give notice to the organising secretary, or director of the county or county borough, in order that he may have an opportunity afforded to him to accompany the Inspector to certain of the classes.

When the Inspector, in the course of his duties, finds it necessary to recommend the Committee of Managers to undertake work which would require the consent of the Clause VII. authority, or would involve the expenditure of funds entrusted to such authority, he should in all cases consult the secretary or director of the organisation before making a specific recommendation to the Managers.

Appended to the Instructions is a list of Apparatus for use in Science Classes.

School Board Intelligence.

Barnsley.—*Prize Distribution.*—On the 16th November, Sir Swire Smith gave an address on the occasion of the Prize Distribution. He urged Barnsley to emulate Keighley, where splendid educational results had been achieved. The County Council Inspector encouraged the committee by the assurance that the grants would meet the expenditure if only the classes were properly attended. The 'Cercle Français' and the German classes; both new developments, are doing well.

Bingley.—*New School.*—Tenders were accepted for the work in connection with the erection of a new Infants' School (Morning-ton Road), to cost £2,900; accommodation for 230.

Birkdale.—*Temperance Teaching.*—The Board have decided to continue the Temperance Object Lessons in the Board Schools. *Instruction of Pupil Teachers.*—It has also been decided to continue the payment of the fees of £4 each for pupil teachers attending the Central Classes from the Board Schools.

(These Central Classes are not under the control of the Board).

Birmingham.—*Chairman's Address.*—The Chairman delivered his Annual Address on the 24th November last. Copies may be obtained on application to the Clerk of the Board.

Builders, &c., Contracts.—The Board has resolved that Contracts be entered into only with such firms as will undertake to apply to the Board of Trade to take action under the Conciliation Act, 1896, for the settlement of all local disputes between employers and employed.

New School.—Nineteen sets of competitive plans have been sent in by Birmingham Architects for the School to be erected in Handsworth New Road. These plans are now under consideration.

Exhibition.—An Exhibition of work done by scholars in the Board Schools, has been held in a central hall in the city, and has been visited by several thousands of persons, including large numbers of the elder children attending the Board and Voluntary Schools. The Exhibition was opened by the Lady Mayoress on Wednesday, 6th December, and closed on Saturday, 9th December. Addresses were delivered each evening by Members of the Board and other prominent educationists.

Brighton.—*Election.*—The Triennial Election of the School Board took place on the 30th September.

At the first meeting held on Tuesday, October 24th, W. Stevens, Esq., was re-appointed Chairman, and Sir Joseph Ewart, Vice-Chairman.

Chesterfield.—*New Schools.*—The Board have entered into a Contract with Messrs. Kellett & Son, of Leicester, to build a School to accommodate 1,070 scholars. Infants, 530; Mixed, 540; for the sum of £14,230.

The premises will include a Pupil Teachers' Centre, Cookery

and Laundry Rooms, and there will be in the basement a Swimming Bath.

Drighlington.—*Pupil Teachers.*—This Board, which has only one School under its charge, having long been confronted with the difficulty as to the proper teaching of Pupil Teachers, has applied to the Bradford School Board for permission to send its Pupil Teachers to the Central Classes at Bradford. This permission having been given, all the Pupil Teachers have now been placed on the half-time system.

East Ham.—*Superannuation Act.*—The Board have resolved to deduct 15s. per month from the salaries of the Male Certificated Teachers, and 10s. per month from the salaries of the Female Certificated Teachers who have accepted the Act, up to the end of March, 1900, and afterwards the deductions will be 5s. and 3s. 4d. per month respectively.

New Schools.—Instructions have been given to prepare plans for New Board Schools for the Wall End portion of their District. A site of two acres, known as the Napier Road Site, was purchased about three years ago in this neighbourhood, and will now be built upon.

Plans for the Hartley Avenue Schools are now at the Education Department for My Lords' approval and sanction.

Edmonton.—*Prize Scheme.*—In a prize scheme which has been adopted there is the following clause:—That a Special Prize, to consist of a Silver Medal, be given to any child who attends every time and early during any school year.

Gloucester.—*Proposed Extension of City Boundaries.*—The Council are applying to Parliament for a Bill to extend the boundaries of the city. If the Bill is passed, four voluntary schools and two board schools will come within the new city boundary, and the Hucclecote and Tuffley School Boards will be merged in the Gloucester Board. The proposed extension will not necessitate the immediate provision of further school accommodation, as the Board are building new schools in the Lower Barton Street District to accommodate 600 scholars in the mixed department, and 290 in the infants' department. It is intended to increase the accommodation of the Linden Road Board School.

A penny rate produces about £700, and if the new district is added to the city, a penny rate will produce over £900.

Halifax.—*Certificate Classes.*—This Board has now opened classes for Ex-Pupil Teachers who wish to obtain the certificate. Attendance is compulsory for those Ex-Pupil Teachers who do not proceed to college, and who remain in the Board's service.

Library for Pupil Teachers.—A library has been provided for the Pupil Teachers' Centre Classes, with a view of encouraging general reading amongst the Pupil Teachers.

New Schools.—Plans have just been adopted for a School to accommodate 1,000 children, and providing cookery and manual instruction rooms, and a large swimming bath. A similar school is in course of erection, and the Board has in immediate prospect the erection of two other large schools.

Hanley.—*Pupil Teachers' Centre Classes.*—The Hanley and Stoke-on-Trent Boards have recently resolved to combine for the management of a Pupil Teachers' Centre, and have adopted the following resolutions:—

(*a*) That the Governing Body shall consist of eight members, four to be nominated by each Board, the Hanley Representatives to appoint the Chairman.

(*b*) That the Hanley Wesleyan School shall be accepted as the Centre.

(*c*) That an Agreement for three years to carry on the Centre shall be made between the Stoke and Hanley Boards, each Board to equally share the cost.

(*d*) That the Course at the Centre shall be a three years' Course from the age of fifteen; any instruction prior to that to be provided elsewhere by the two respective Boards.

(*e*) That as a matter of principle, the tuition at the Centre shall be on the basis of half-time (instruction and teaching).

Hedworth, Monkton, and Jarrow Urban District School Board.—*Instruction in Drawing.*—At the November Meeting, the Education Committee reported that it was of opinion that the instruction in Drawing should be given on definite lines in all the Schools under the Board, that there should be a graduated syllabus from the Infant Schools to the Day Science School, and that it had appointed a Committee of Art Teachers to formulate a suitable syllabus.

Ipswich.—*Pupil Teachers' Centre.*—A Reference Library for Pupil Teachers has been provided at the Centre.

Candidates.—The employment of Candidates in the Schools has been abolished.

Superannuation Act.—The Board of Inland Revenue states that "the usual payments under the Elementary School Teachers (Superannuation) Act, 1898, are admissible deductions for the purposes of Assessment to Income Tax."

Kettering.—*Pupil Teachers.*—The Pupil Teachers' Centre was commenced on the 27th November. The principal is Mr. A. E. Ikin, B.Sc., lately assistant in the Nottingham Centre. The Board room and adjacent rooms are at present used. Pupil Teachers and candidates from the Voluntary Schools attend.

Kirkby-in-Ashfield.—*Triennial Election*—The Election took place on the 26th October. Mr. John Tomlinson has been appointed Chairman, and Mr. W. A. Wells Vice-Chairman.

Liversedge.—*Pupil Teachers' Centre Classes.*—A Day Centre for the instruction of Pupil Teachers was opened at the Liversedge Technical School on November 27th, under the management of the Liversedge School Board, and promises to be a distinct success. Fifty teachers were enrolled, including the Pupil Teachers from the Liversedge and Hartshead Board Schools, and the Liversedge, Cleckheaton, Scholes and Gomersal Voluntary Schools. The principal is Mr. R. W. Harris, who has had the advantage of a three years' course of training.

These classes supersede the Evening classes, which have been

conducted by the Liversedge School Board for the last six years very successfully.

Loughborough.—*Standard for Exemption.*—The Board at their meeting, on the 5th inst., decided to raise the standard for total exemption from the fifth to the sixth, and the standard for partial exemption from the third to the fourth.

Annual Reports.—The Annual Reports for the whole of the schools were before the Board, and shewed that excellent work had been done during the year. Although the average attendance had only increased by sixteen, the total grant earned had increased by nearly £51. The Board passed a resolution congratulating the head teachers and their staff on the result of the year's work.

Macclesfield.—*Pupil Teachers.*—This Board is in the position of being without day schools, consequently a Pupil Teachers' Centre cannot be maintained out of the rates. But the School Board, anxious to promote the interests of pupil teachers, have had a conference with the school managers and head teachers of the neighbourhood, and it has decided to appoint a committee, consisting of a proportionate number of School Board Members, Managers, and Head Teachers of Denominational Schools, who are required to investigate the subject and to report to a subsequent meeting.

Merthyr Tydfil.—*The Elementary Education Act* (1893), *Amendment Act*, 1899.—The coming into force on the 1st of January next of the Elementary Education (School Attendance) Act (1893) Amendment Act, 1899, will affect particularly this and all other mining districts, inasmuch as passing Standard IV. does not qualify for full-time employment in mines, and boys are not employed in mines except for full time. Boys will henceforth only be able to find employment in a mine at twelve years of age if they have passed Standard V.

Mitcham.—*Article* 12 (*g*) (*English History*).—On November 13th twenty scholars of Lower Mitcham Girls' School, selected from Standards IV., V., VI., and VII., paid a visit to the Tower of London.

Miss Craig, in her report to the Board, wrote :—"The conduct of the girls was admirable, and they thoroughly enjoyed this interesting phase of school work. Each scholar paid her own train fare, and I here take the opportunity of suggesting that the Board would consider the question of paying the expenses of occasional parties of scholars visiting museums and other national institutions which are easy of access. Such visits would greatly assist school work, and would also establish a bond of union between teacher and taught, the mainspring of successful work."

Neath.—*New Schools.*—The Chairman of the Board (Ald. H. P. Charles), who is also the Mayor of Neath, purposes opening the new Guild Schools which have been erected at a cost of some £12,000 on the 4th of January next, and in the evening will hold a mayoral reception at the schools.

Okehampton.—*Appointment of Medical Officer.*—In order to overcome the difficulties which appear to be very widely experienced

in connection with uncontrolled medical certification, the Board have resolved to appoint a medical officer to examine (subject to the parents' consent) and report on any child who is alleged to be unfit to attend school, but who is nevertheless found running errands, etc. The Board also propose to utilize the medical officer's services in reporting on the condition of any child who may be thought to require being dealt with under the Defective and Epileptic Children Act of 1899.

Bye-Laws.—The Board have provisionally adopted amendments to its bye-laws which will provide for :—

(1) Raising the standard of full time and partial exemption within the urban part of its district from the fifth and fourth respectively to the sixth and fifth.

(2) Defining partial exemption as five attendances weekly.

(3) Raising the age of exemption from eleven to twelve years, except in the case of children to be employed in agriculture, in which case the age will be thirteen years.

(4) Abolishing (except for children to be employed in agriculture) partial exemption by examination, and substituting that by age and attendance.

Over.—*Tithes.*—The Clerk was instructed to write to the Tithe Commissioners on behalf of the Board, protesting against the amount of expenses incurred in apportioning the tithes.

Books, Apparatus, &c.—The Head Teachers were requested to make a list of their school requirements for a year in advance, so that tenders could be obtained.

Salford.—*Pupil Teachers' Prize Distribution.*—The annual distribution of prizes to the Pupil Teachers attending the Board's Centre took place on Friday, the 8th December, in the Assembly Hall, at the School Board Offices. The Rev. Canon Scott, Chairman of the Board presided, and was supported by several members of the Salford School Board, and by the Chairman of the Manchester School Board (the Dean of Manchester), and the Vice-Chairman (Mr. Broadfield), with other members of the Manchester Board. Prior to the distribution, the Chairman entertained the pupil teachers to tea, the tea being followed by a reception and entertainment.

The Chairman gave particulars as to the development and growth of the Centre since its opening in 1891, and as to the success which had attended the Centre, as borne out by the results obtained by the pupil teachers at the Queen's Scholarship Examination, and the annual examinations by H.M. Inspector. The distribution was made by Mrs. Sidgwick, Principal of Newnham College, Cambridge, who, before presenting the prizes, delivered a short address. Mrs. Sidgwick stated that the education she had chiefly to do with was higher education, and the education that the pupil teachers would be mainly concerned with was primary education. But all education was closely connected, and every department of it depended upon other departments. It was of the greatest importance to have a means by which all intellectual powers, that were equal to it, could rise to the highest forms of education, and it was the work of primary education to spread an interest in higher things, in things of the

mind, throughout all classes of society. She thought pupil teachers in girls' schools should have strongly in mind the fact that they had to stimulate public spirit in girls as well as in boys. Women, as well as men, were part of a body politic, and they all had to work together for the good of the whole. Mrs. Sidgwick afterwards distributed the prizes, and on the motion of the Rev. Canon Corbishley, seconded by the Rev. J. McDougall, and supported by the Dean of Manchester, she was accorded a vote of thanks.

Day Industrial School Clothing Fund Concert.—A concert on behalf of the Clothing Fund in connection with the Salford Day Industrial School was held at the school, on Friday evening, the 1st December. Since the establishment of the school in 1885 it has been the practice of the Superintendent, with the approval of the Board, to provide by means of a concert, which is held about every two years, funds for clothing some of the poorer and more neglected children under detention at the school. The clothing is distributed to the children in the form of prizes. The receipts from the concert, together with a few donations, amounted to £33 10s. 0d., and the expenses to £5 5s. 8d., leaving a net balance of £28 4s. 4d., which will be sufficient to provide the necessary clothing for the next two years.

Sheffield.—*Exhibition.*—An Education Exhibition, one of the objects of which was to represent the existing state of education in the Sheffield Public Elementary Schools and the Central Higher School, and to afford an opportunity for parents and friends of education to become acquainted with the conditions of present day school life, was held from November 29th to December 4th. The Exhibition was opened by the Lady Mayoress of Sheffield (Mrs. Samuel Roberts). From the Day Schools there were exhibits of exercise books, showing the work done by scholars in the obligatory and specific subjects; illustrations and models for the teaching of geography, history, and natural history; diagrams and apparatus for the teaching of elementary science; specimen drawing books; specimens of needlework and kindergarten occupations; photographs illustrating school life, &c. The work of Evening School students was represented by specimens of commercial work, woodwork, exhibits from science and art classes, and specimens from the special classes for women, including painting, leatherwork, paperwork, dressmaking, millinery, &c. Entertainments, consisting of school songs, cantatas, dumb bell drill, ambulance drill, &c., were given by pupils from the Day and Evening Schools. There were about 20,000 visitors to the Exhibition.

Sowerby Bridge.—*Pupil Teachers' Central Classes.*—These Classes, which were commenced in May, are attended by about forty students, comprising the pupil teachers in Board and Voluntary Schools. The classes were, at the suggestion of the West Riding County Council Technical Instruction Committee, thrown open to the pupil teachers of one or two small parishes adjoining having School Boards, and to several rural parishes having no School Boards. The action of the Board in throwing the classes open to adjoining parishes will secure for us a grant from the County Council towards the expenses of the Centre.

Evening Continuation Schools. — This important branch of educational work hitherto carried on by a local Committee, independently of the School Board, has, after repeated solicitation, been taken over by the Board. Before the commencement of the session a circular, issued by the Board, was addressed to each individual scholar (so far as could be ascertained) who had left the Elementary Schools of the town during the past three years, and the result has been a very gratifying increase in the numbers attending the classes this session. No work that can in any way compete with the work of the Local Technical Instruction Committee is being attempted, but we are rather seeking to make good some of the leakage that takes place in the elementary knowledge of children directly they leave the day schools, and so to prepare students for the Technical Classes provided by the Local Committee.

Stockton-on-Tees.—*Death of Two Members.*—The Board has sustained a severe loss by the death of two members, viz. :—Mr. Francis Sanderson, who was elected for the first time at the last Triennial Election, and the Rev. Canon Carlile, who had been a member of the Board since its formation in 1870. Mr. Thomas Braithwaite, who had held the position of vice-chairman on the previous Board, was elected in the place of the former, and the Rev. Robert Taylerson takes the place of Canon Carlile.

Sutton.—*Pupil Teachers.*—The Board are opening Day Central Classes for their Pupil Teachers after Christmas, and have appointed Mr. F. W. Warner Instructor to the same.

Tottenham.—*Attendance.*—The number on the rolls now is 21,024, and the average attendance 18,488, which gives the remarkably high percentage of 90 (the percentage for the year is 88). That for the whole country is 81, whilst the last return for the County of Middlesex was 82.

School Provision.—Much as has been already accomplished, we are not yet in sight of finality in regard to the work of the Board in making the necessary school provision for the district.

A striking illustration of this fact will appear when it is stated that whilst two new blocks of schools, namely the *Woodlands Park* and the *Alexandra Schools* have been begun during the year, and are being completed with all due expedition, yet there are now sufficient boys and girls in the adjacent schools (for whom there is no room, according to the normal accommodation) to fill Woodlands Park if opened at once.

Perhaps the most conspicuous event of the Board's history during the year has been the opening of the *New Higher Grade Schools* at Wood Green.

After protracted delays of all kinds, this event has at last been accomplished, and, as was expected, both departments of these schools were full immediately they were opened.

We have quite recently been fortunate in securing an admirable school site at High Cross, consisting of over three acres of land.

Science School.—The Science School at Bruce Grove (otherwise called the Higher Grade Department at Bruce Grove) has proved a very great success, as the following comparative figures will show :—

Comparison of Grants earned in 1899 *and* 1898.

		1899.	1898.
Variable Grant	per head	30s.	30s.
Practical Physics (Ely.)	„	25s. 6d.	24s.
„ „ (Adv.)	„	38s.	35s.
Practical Chemistry (Ely.)	„	25s. 6d.	24s.
Advanced Drawing	„	6s. 6d.	5s.
Manual Instruction	„	6s.	2d. per lesson.
Examination Successes (Adv.)	Total	£41	£14
Grant per head		£6 5s. 3d.	£5 13s. 7d.
Total Grant		£619 19s. 6d.	£471 10s. 6d.

Thornaby-on-Tees. — *Mayoral Hospitality.* — The Mayor (Alderman Crosthwaite, J.P.) is inviting all the teachers and scholars of the elementary schools in the borough to tea on the 21st inst. There are about 3,600 scholars, and 100 teachers. The ex-Mayor (Alderman Head, J.P.), who has been the chairman of the Board since March, 1871, extended to the teachers and scholars similar hospitality during his Mayoralty.

Tipton.—*New School.*—A New School of two departments (mixed and infants) is in course of erection at Ocker Hill, to accommodate 611 children.

Attendance. — The percentage of attendance for month of October last was 87.0 for Board Schools, and 85.0 for Voluntary Schools.

Walthamstow.— *Deaf Mutes.*—The Board are about to establish a Centre for deaf mutes.

Article 12 (*g*).—Visits to Museums, &c., under Article 12 (g), are frequently made by the scholars from the Board Schools, and a full report of each visit is sent in to the Board by the teacher in charge.

Scripture Examination.—An examination of the Pupil Teachers and upper standard scholars in Biblical knowledge has recently been held for prizes given by Mr. Francis Peek, and the Religious Tract Society. The questions were set and the papers examined by two clerical members of the Board.

New Schools.—The Board will shortly have in hand the erection of two new school buildings, to accommodate about 3,000 children, and will open in January next—a new school for boys, girls, and infants, accommodating 1,500 children, each department containing a large central hall, with spacious playground, the whole block covering an area of two acres of ground.

Sites are being secured to meet future requirements, and the Board will for some time find it difficult to keep pace with the yearly increase in the school population. The population of Walthamstow in 1881 was 46,000. It is now 92,000, and a recent census taken shows the number of children between three and fourteen years of age to be about 23,000.

Wolverhampton.—The Chairman, Mr. S. Theodore Mander, chairman of the Board, and a member of the Executive Committee of the Association of School Boards, has been elected Mayor of this borough for the ensuing year.

Meeting of Executive Committee.

HELD AT SHEFFIELD, 17TH NOVEMBER, 1899.

Present.—The Very Rev. The Dean of Manchester, President, in the Chair; G. J. Cockburn, Esq., Vice-President; Sir Thomas Roe, the Rev. Dr. Bruce, the Rev. Canon Major Lester, the Rev. Canon W. Moore-Ede, Messrs. Baines, Bemrose, Hance, Moss, O'Donoghue, Woodward, and Wyatt.

Memorandum.—Submitted apologies for absence from Rev. Professor Anthony, the Rev. E. F. M. MacCarthy, Messrs. Daniel, Mander, and Packer.

Memorandum.—The Minutes of the last meeting were read, found correct, and signed by the Chairman.

Memorandum.—Submitted the Board of Education Act.

Resolved.—That in the opinion of the Committee the Departments of the Board of Education should be divided into (*a*) Primary (*b*) Secondary (*c*) Technical and Science and Art Divisions.

Resolved.—That in the opinion of the Executive Committee the Association of School Boards should be represented on the Consultative Committee of the Board of Education.

Resolved.—That the following, viz., The Dean of Manchester, Rev. Dr. Bruce, Rev. Canon Moore-Ede, and Messrs. Cockburn and Hance be appointed a Sub-committee to deal with the whole question of the Board of Education, and that the members be authorised to seek a conference with the Secretary of the Education Department.

Memorandum.—Submitted particulars of the Proceedings of the Sub-committee of the London School Board appointed to consider and report on epileptic children, and read a letter from the Clerk of the London School Board, submitting the decisions at which the Conference arrived, and asking for the opinion of the Executive Committee thereon.

The decisions at which the Conference arrived were as follow:

(1) That the Act of 1899 was not satisfactory, inasmuch as Section 2 (6) would prevent more than fifteen children being in any one building, and more than four such buildings in any one establishment.

(2) That amendments of the Act should be urged upon the Department, especially in the direction of the Sub-section above referred to.

(3) That any establishments for dealing with epileptic children should be in the country, and that it would be for the best

welfare of the children that such establishments should be linked with Institutions for grown-up epileptics.

(4) That one trained nurse should be engaged at each epileptic establishment for children.

(5) That a memorandum respecting the proceedings of the Conference be drawn up and forwarded to the gentlemen who attended, and that their further views in writing on the subjects under discussion be asked.

(6) That in forwarding the memorandum to Mr. Wyatt he be asked to bring it under the notice of the Executive Committee of the Association of School Boards, with a view to their informing the School Board for London (1) whether they thought that joint action should be taken respecting obtaining amendments in the Act, and, if so (2) what action should be taken, and (3) should the Act be put into operation until it has been amended.

Resolved.—(1) That a joint representation from the School Boards should be made to the Government to promote an amending Act of Parliament; and (2) That it would be well to put the Act in operation as it now stands.

The Executive Committee are of opinion that the best that is possible should be made of the present Act, and desire to assure the London School Board that in furthering the amendment they will gladly render any assistance in their power.

Memorandum.—Submitted the following documents regarding Science and Art Instruction in Board Schools:—(1) Report relative to London School Board Surcharges; (2) Letter from the Tottenham School Board, dated 11th November, 1899, regarding the Wood Green Higher Grade Board School; and (3) letter from the Bristol School Board, dated 11th November, 1899, regarding the Fairfield Road Higher Grade Board School.

Resolved.—That further action in these matters be referred to the Special Sub-Committee appointed this day.

Memorandum.—Submitted reference from the Annual Meeting regarding overworked school children; and also the reference of the Annual Meeting regarding Training College accommodation.

Resolved.—That the Hon. Secretary be requested to prepare information for the Committee regarding overworked school children; and that further action regarding Training College accommodation be taken on the re-assembling of Parliament.

Memorandum.—Read a letter from the Newport School Board, dated 2nd November, 1899.

Resolved.—That the next meeting of the Committee be held at Manchester, on the 15th December, at 2.30 p.m.

Correspondence.

A BOARD is composed of seven members, but in September last one member resigned in order to apply for the post of attendance officer then vacant. The resignation was accepted. The application of the member thus resigned was considered for the post of attendance officer, the former member appointed. Thus a vacancy on the Board was created. To fill this at the September meeting, my name was proposed and seconded, but another name was proposed, but not seconded. Therefore, my name was entered for election at the October meeting. Then at the October meeting, the members (all being present—six) are informed that a Special Meeting was to be held to fill vacancies thus created. The meeting (October) first went through the ordinary business of the meeting, and closed, and then resolved themselves (all being present) into a special meeting, and the election was gone on with, five of the members voting for me, and one against. I was by the Chairman declared duly elected. Then at the November meeting (of which I had been duly notified) I attended, but on my taking my seat the member who voted against my election objected to me, giving as his reason that I had not been legally elected, the Clerk to the Board giving his opinion that I was not legally elected. That is the query which I shall be glad of your opinion on. Trusting you will be able to give me the law on the subject.

OPINION.—In the case of a casual vacancy in the office of Member of a School Board, the vacancy may be filled by the remaining Members at a Special Meeting of the Board called for the purpose. (See Third Schedule of Education Act, 1876).

One clear month's notice must expire before the resignation can take effect. Then a Special Meeting must be called by giving not less than four clear days' notice in writing before the day of the Special Meeting. If these formalities were not observed, the Education Department would not recognise the new member as properly elected.

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